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ABSTRACT

This publication reports on research conducted on exemplary practices affecting the standards and the delivery of custodial services in schools. Specifically, the study attempted to (1) survey practices in several school districts with exemplary custodial programs and suggest a formula or formulas that would provide a logical basis for determining a custodian's workload and serve as a guide in the establishment of a legitimate work expectancy for an 8-hour shift; (2) search out and provide sample job descriptions appropriate for a head school custodian as well as for assistants; (3) search out and provide exemplary samples of planned daily responsibilities for a custodian's job description; and (4) search out from several districts and provide information on recommended techniques, materials, equipment, and personnel training for effective and efficient school custodial services. This report is organized into four sections, each section dealing with one of the objectives stated above: (1) formulas for work schedules; (2) job descriptions; (3) samples of planned responsibilities; and (4) supplies, equipment, and personnel training. (Author)

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OREGON SCHOOL STUDY COUNCIL

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SCHOOL CUSTODIAL SERVICES:
EXEMPLARY STANDARDS AND PRACTICES

by

William K. Worrell

Vol. 16, No. 4 December, 1972

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by

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Study Commissioned by

Dr. Vince Gallo
Superintendent of Schools
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Edited by Margaret Nielsen

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TABLE OF CONTENTS

	Page
INTRODUCTION	1
SECTION I	3
FORMULAS FOR WORK SCHEDULES	3
Introduction	3
Variables Affecting Workload Formulas	3
Types of Workload Formulas	5
1. Area or Square Footage	5
2. Unit System	6
3. Diversified	6
4. Time Study	9
a. Time-Unit Allocations: Salem Public Schools	10
b. Time-Unit Allocations: Los Angeles Unified School District	11
c. Time-Unit Allocations: Boise Public Schools	12
d. Time-Unit Allocations: Seattle Public Schools	14
SECTION II	21
JOB DESCRIPTIONS	21
Introduction	21
Oregon School Employees Association	22
Los Angeles Unified School District	25
Springfield, Oregon	29
Hood River, Oregon	31
Corvallis, Oregon	34
Boise, Idaho	36
Medford, Salem, The Dalles	41
SECTION III	51
SAMPLES OF PLANNED DAILY RESPONSIBILITIES	51
Introduction	51
Jackson Elementary School: Boise Idaho	51
a. Custodial Schedule: Head Custodian (Day Shift)	51
b. Custodial Schedule: Afternoon Custodian	54
Highland View Junior High: Corvallis, Oregon	56
Head Custodian	58
Assistant Custodian	58
2nd Custodian	59
3rd Custodian	60

TABLE OF CONTENTS (cont'd)

Page

Floor Plans:
a. Custodians' Area of Responsibilities---------- 61
b. Time Allocated for Daily Custodial Work---------- 62

SECTION IV---------- 63

SUPPLIES, EQUIPMENT, AND PERSONNEL TRAINING---------- 63
Introduction: A Functional Approach---------- 63
Program Planning---------- 64
Supplies and Equipment---------- 68
Training of Custodial Employees---------- 72

CONCLUSIONS---------- 74

PRIMARY SOURCES OF INFORMATION---------- 77

OTHER SOURCES OF INFORMATION---------- 78

INTRODUCTION

This study by the Field Training and Service Bureau of the University of Oregon was commissioned by Dr. Vincent Gallo, Superintendent of the Woodburn School District No. 103C.

The Bureau researched exemplary practices affecting the standards and delivery of custodial services in schools. Specific objectives of the study were to:

... Survey practices in several school districts with exemplary custodial programs and suggest a formula or formulas which would provide a logical basis for determining a custodian's workload and serve as a guide in the establishment of a legitimate work expectancy for an eight-hour shift.

... Search out and provide sample job descriptions appropriate for a head school custodian as well as for assistants.

... Search out and provide exemplary samples of planned daily responsibilities for a custodian's job description.

... Search out from several districts and provide information on recommended techniques, materials, equipment, and personnel training for effective and efficient school custodial services.

This report is organized into four sections, each section dealing with one of the objectives stated above.

Section I: FORMULAS FOR WORK SCHEDULES

Section II: JOB DESCRIPTIONS

Section III: SAMPLES OF PLANNED RESPONSIBILITIES

Section IV: SUPPLIES, EQUIPMENT, AND PERSONNEL TRAINING

The Oregon School Study Council appreciates the cooperative arrangements developed between the Woodburn School District and the Field Training and Service Bureau which authorized the distribution of this report for use by other OSSC member districts.

Kenneth Erickson, Executive Secretary
Oregon School Study Council

SECTION I

FORMULAS FOR WORK SCHEDULES

Introduction

Very few formulas describing workloads of custodians, maintenance personnel, or groundskeepers have been written. The historical concept of providing physical plant care and maintenance "as needed" seems to prevail in the majority of school districts. Most of the districts queried in this study had nothing but the "as needed" philosophy for use in their district. All felt, however, that something more substantial was needed in their operations. Districts which did have an operational system reduced to writing felt that "formal procedures" were basic to sound business practice, and they were quick to suggest that a number of "silent influences" must also be considered.

The influences, or variables, referred to have been identified by a number of authors. Experience has indicated that regardless of the formula used for establishing and distributing work assignments, certain variables inevitably influence the product. Because of the large number of variables, some districts hesitate to get involved in any objective analysis of their custodial program. However, such a posture is not defensible and will detract from the overall efficiency of the school operation. A bulletin entitled, Job Classification for Classified School Employees, distributed by the Oregon School Employees Association, lists common variables that affect the final service load of custodians. These variables affect the product regardless of the formula, or lack of formula, used. Variables included in this and other bulletin listings are:

Variables Affecting Workload Formulas

1. Building Administration:
   a. Principal's effectiveness as an active leader.
   b. Principal's role in developing the total program of cleaning.
   c. Destruction wrought by pupils.

d. Attitude and morale of students.

e. Extent and effectiveness of written procedures, approval procedures, and pre-determined standards of behavior and operation.

2. The Building:

a. Age: Old buildings require more care than newer buildings.

b. Location: Buildings located in residential areas require less cleaning than those in industrial areas.

c. Climatic conditions: Heating plants require greater care in some regions of the state than in others. Climatic conditions also affect nearly all elements of the school facilities--paint, roof, grounds, surface materials, etc.

d. Type of school: (elementary, junior high, high). Severity of use of building appears to increase as the age of the student population increases.

e. Structure of building: Single or multi-level; well constructed or poorly constructed.

f. Type of rooms: Rooms designed for traditional programs are easier to maintain than rooms designed for activity programs.

g. Type of floor: Tile floors are easier to maintain than old fir or rough concrete. Carpets require more time than tile.

h. Type and condition of the heating plant.

i. Size and location of windows: Cleaning time increases as the window area increases.

j. Wall and woodwork finish.

k. Type and condition of ventilating equipment.

l. Location of custodial quarters, equipment and supply store rooms in relation to the workman's assigned area.

m. Condition of service systems: i.e., bells, clocks, fire alarms, public address system, etc.

3. Enrollment: Overcrowding increases the work requirements disproportionately to increase in enrollment.

4. Outside activities: Use of the building by community groups and by the students for after hours activities.

5. Cleaning materials: Availability of and types of cleaning equipment and supplies and knowledge of their proper usage.

6. Size of site, playground surface, and extent of highly improved landscaping.
7. Work time: Assignments during periods of high building congestion are less productive than assignments during periods of low occupancy.
8. Additional duties: The extent of non-custodial assigned duties affects the service time of the custodian.
9. Maintenance functions: The amount of equipment maintenance expected from the in-building personnel.

Types of Workload Formulas

While the degree to which variables influence the workload must be considered, they do not negate the value of a "base" formula for calculating equity in personnel assignments.

The relative usefulness of various workload formulas will be individually assessed. Most districts using some formula believe that performance norms can be established and justified with the assistance of some objective tool for analysis. These "tools" exist in four styles: 1) Area or Square Footage Formulas, 2) Unit System Formulas, 3) Diversified Formulas, and 4) Time Study Formulas. The first two formulas are not considered exemplary since they are not consistently objective. However, the diversified and the time study formulas are objective and can be substantiated in empirical form.

1. Area or Square Footage

The State of Oregon Maintenance and Operations Division for Buildings and Grounds assigns 10,000 to 12,000 square feet of floorspace to each building custodian. For each nineteen acres of highly developed landscape the state assigns ten groundskeepers; this includes one landscape maintenance foreman, four groundsmen, two laborers, and two student water boys (seasonal labor).

The determination of required manpower for each job classification and ultimately for the total educational plant has developed by tradition. The actual work output over the past years has set an informal precedent for today's manpower needs.

In addition to the major categories of custodians and groundskeepers, the state of Oregon employes its own mechanics, plumbers, electricians, and other technicians for deployment as needed. Such specialists obviously affect the workload assignments of building custodians and groundskeepers.

2. Unit System

The unit system appears to be the most widely used workload formula. It operates on the assumption that each building requires a specified number of workmen, a number generally set by past experience. As workmen consistently fall behind or gain in their duties, assistance may be added, but is seldom subtracted. Throughout districts operating under the unit plan, the only known criteria affecting the number of workers basically assigned to each unit are precedent and personal experience of those responsible for making the assignments.

3. Diversified

This formula is used in situations where the personnel are primarily responsible for all normal maintenance, repair, upkeep, and services for buildings and grounds. This formula differs from the first two in that allocation of manpower is designated on the basis of a formulated square footage. This is also referred to as the "Coddington Formula."

The Diversified Formula involves five factors: 1) number of teachers, 2) number of pupils, 3) number of rooms, 4) total square feet in the building, and 5) total acres of grounds to maintain. The formula does not allow credit or debit for the method of maintenance and repair (some schools have maintenance and repair men who relieve the building custodian of much of this particular type of work). Neither does the formula provide credit for the work of district-wide groundskeepers. Additionally, the formula does not consider the unusual variations used in some school districts where some specific work assignments are accomplished by personnel other than normal building personnel.

Diversified formula. All figures are to be calculated to two decimal places.

1. Given: 1 custodian for each 8 teachers: $\frac{\text{No. of teachers}}{8}$ = Teacher Factor
2. Given: 1 custodian for each 225 pupils: $\frac{\text{No. of Pupils}}{225}$ = Pupil Factor
3. Given: 1 custodian for every 11 rooms to be cleaned*:

   $\frac{\text{No. of Rooms}}{11}$ = Room Factor
4. Given 1 custodian for every 15,000 square feet of building area:

   $\frac{\text{Total Square Feet in Building}}{15{,}000}$ = Square Footage Factor
5. Given: 1 custodian for each 2 acres of upkept grounds:

   $\frac{\text{Total Acres of Upkept Grounds}}{2}$ = Grounds Factor
6. Add the five factors and divide by 5. The quotient = number of custodians needed.

• Teacher Factor + Pupil Factor + Room Factor + Sq. Footage Factor + Grounds
•• Factor ÷ by 5 = No. of Custodians Needed.

An example of a district plan using the Diversified Formula is Corvallis. The following is an example of the calculations derived for schools in the Corvallis School District:

*Rooms include all rooms that are to be cleaned daily by custodians (or if on irregular intervals equals a figure equivalent to daily work). An average classroom is considered to have 1,000 square feet. Calculate the number of rooms as whole number and decimal equivalents of the base number 1,000. Example: a room of 980 square feet = .98 of a room.
a room of 2340 square feet = 2.34 rooms.

CORVALLIS SCHOOL DISTRICT NO. 509J

Corvallis, Oregon 97330

FORMULA FOR DETERMINING EMPLOYMENT OF CUSTODIANS -- 1971-1972

	Adams	Dixie	Fairplay	Franklin	Garfield	Harding	Hoover	Inavale	Jefferson	Lincoln	Mt.View	Roosevelt	Washington	Wilson
No. of Staff / 8	26.0	12.5	14.0	23.5	24.5	27.0	27.5	9.0	26.5	22.5	28.5	22.5	16.0	26.5
	3.24	1.55	1.74	2.93	3.05	3.36	3.43	1.12	3.31	2.81	3.55	2.81	2.00	3.31
No. of Pupils / 235	432	165	187	263	399	388	366	126	408	315	307	218	161	433
	1.84	.70	.79	1.11	1.69	1.65	1.55	.53	1.73	1.34	1.31	.93	.68	1.84
No. of Rooms / 11	34	19	19	33	35	33	26	11	34	26	36	24	22	34
	3.09	1.72	1.72	3.00	3.18	3.00	2.36	1.00	3.09	2.36	3.27	2.18	2.00	3.09
Square Footage / 15,000	46,063	18,187	18,698	35,594	43,676	44,111	35,213	10,692	41,817	33,252	45,153	31,383	29,441	46,344
	3.07	1.21	1.25	2.39	2.91	2.94	2.34	.71	2.78	2.21	3.10	2.09	1.96	3.08
Acres in Site** / 2	3	2	2	3	3	3	3	2	3	3	3	2	2	3
	1.50	1.00	1.00	1.50	1.50	1.50	1.50	1.00	1.50	1.50	1.50	1.00	1.00	1.50
Total of Factor / 5	12.74	6.18	6.50	10.93	12.33	12.45	11.18	4.36	12.41	10.22	12.73	9.01	7.64	12.82
	2.54	1.23	1.30	2.18	2.46	2.49	2.29	.87	2.48	2.04	2.54	1.80	1.53	2.56
Custodians Required	2.54	1.23	1.30	2.18	2.46	2.49	2.29	.87	2.48	2.04	2.54	1.80	1.53	2.56
Custodians Assigned	2.5	1.0	1.0	2.5	2.5	3.0	2.0	1.0	2.5	2.0	2.5	2.0	2.0	2.5

Factors not included above

Building design:
- Dixie - 3 buildings
- Fairplay - 3 buildings
- Harding - 2 floors
- Washington - 3 floors

Building usage:
- Hoover - IPI program
- Mt. View - TMR classes
- Roosevelt - BP classes
- Wilson - EMR classes

**Exterior area to be kept clean by custodians.

MRR/bh

4. Time Study

Workload and personnel requirements determined via time studies have originated from larger districts. Periodically, custodial personnel are closely timed while performing each of their duties. An average of all the workers' time while performing similar tasks is calculated and from these calculations emerge designated maximum, minimum, and optimum performance times for each task. The resultant published time schedule invariably is based on the optimum or median time schedule. Time allocation is expressed as minutes per task or per unit, such as "sweep classroom, 18 minutes per unit;" or "sweep gym corridor, 5 minutes per 1,000 square feet."

The following are examples of Time Study Schedules now being used for the a) Salem Public Schools, b) Los Angeles Unified School District, c) Boise Public Schools, and d) Seattle Public Schools. The time allotments for the Boise Public Schools have been calculated from data provided in materials written by Al Brainards, Henry Linn, and R. N. Finchum. Time allotments for the Seattle Public Schools have been calculated from studies within the district. Included in the latter example are the formulas used by Seattle for calculating workloads and personnel requirements.

A. TIME-UNIT ALLOCATIONS: SALEM PUBLIC SCHOOLS

WORK SCHEDULE SHEET FOR CUSTODIAL EMPLOYEES
Salem Public Schools

Building _____ Employee _____ Date _____

List of Duties	Time Required	Hour of Day	Room No. or Area	Job Freq	Sq ft or Units	Mon	Tues	Wed	Thur	Fri	Total Time	
1. Lock and unlock building	10 min each operation											
2. Fire boiler, elementary school	90 min per day											
3. Fire boiler, secondary school	240 min per day											
4. Clean boiler (punch tubes)	60 min per boiler											
5. Care for mechanical equipment												
6. Dust classrooms	5 min per unit											
7. Dust office	5 min per unit											
8. Dust rest room, faculty lounge	5 min per unit											
9. Sweep classrooms	15 min per unit											
10. Sweep office or infirmary	8 min per unit											
11. Sweep gym or corridor	5 min per 1000 sq ft											
12. Sweep auditorium	15 min per 1000 sq ft											
13. Sweep multi-purpose room	12 min per 1000 sq ft											
14. Sweep rest room or infirmary	5 min per unit											
15. Sweep stairway	5 min each flight											
16. Sweep outside entrance walk	10 min per 1000 sq ft											
17. Sweep concrete and asphalt area	5 min per 1000 sq ft											
18. Wet mop toilet room and other areas	5 min per 100 sq ft											
19. Spot clean corridor wainscot	5 min each 1000 sq ft											
20. Clean doors and door trim	2 min each door											
21. Clean toilet stalls	1 min per stall											
22. Clean toilet bowls daily	2 min per bowl											
23. Clean urinals or drinking fountain	1 min per unit											
24. Clean wash bowls and sinks	2 min per unit											
25. Clean mirrors or picture frames	1 min per unit											
26. Clean shower room	5 min per 100 sq ft											
27. Clean dressing room	5 min per 100 sq ft											
28. Clean window glass	1 min per 5 sq ft											
29. Clean blackboards	5 min per 100 sq ft											
30. Clean blackboard erasers	3 min per dozen											
31. Check and supply lavatories	5 min per room											
32. Dust lockers and wainscot	5 min per 1000 sq ft											
33. Raise and lower flag	5 min each operation											
34. Clean, treat and care for mops and tools	20 min per day per man											
35. Remove garbage	10 min per day											
36. Collect and dispose of rubbish	10 min per day per man											
37. Sweep shops, library, science	2 min per 100 sq ft											
38. Polish floors												
39. Wax floors												
40. Mow lawn, water lawn	5 min per 100 sq ft											
41. Check and clean grounds, one employee	15 min per day per school											
42. Lunch room care												
43. Lunch period												
44. Add for other duties												
45.												

Approved: Principal _____

Maintenance Manager _____

Total Hours _____

Approved: Employee _____

B. TIME-UNIT ALLOCATIONS FORM: LOS ANGELES UNIFIED SCHOOL DISTRICT

Custodian Manpower Allotment Date _____

School _____ Prepared by _____

LOCATION	AREA OR UNIT	RATE PER MAN HOUR	ALLOTMENT IN MINUTES
BUILDINGS			
Locker and Shower Rooms		1,400 sq.ft.	
Arcades and Lunch Pavilions		7,500 sq.ft.	
Permanent Buildings		2,400 sq.ft.	
Bungalows		2,000 sq.ft.	
Sweeping Every Other Day (1969-70 Cutback)		Deduct 5 min.per clrm.	
Double Sessions		15 min.per clrm.	
SERVICE FUNCTIONS			
Opening and Closing of School		12 min.	
Office Calls		1 min.per tchr.	
Boiler Plant Operation		120 min.per day	
Automatic Boiler Plant Operation		60 min.per day	
Heater Unit Care (Number of Unit Heaters)		1 min. per htr.	
Cafeteria Kitchen Care (Elementary Only)		30 min. per cafe	
Window Washing by Crews (Secondary Only)		Deduct Actual Time	
GROUNDS			
Playgrounds (1st 50,000 sq. ft.)		62,500 sq.ft.	
Playgrounds (Balance Over 50,000 sq. ft.)		187,500 sq.ft.	
Sandboxes		12 min.per box	
Bleachers		4,300 sq.ft.	
Walks and Drives		22,000 sq.ft.	
Walks and Drives (with Wayne Type Sweeper)		62,500 sq.ft.	
Lawns and Planted Areas (Watering, Pick Up)		90,000 sq.ft.	
Trees and Shrubs		415 units	
OTHER SERVICES			
Child Care Center		Actual Time	
Adult Education Schools		Actual Time	
UNUSUAL CONDITIONS			
		ALLOTMENT IN MINUTES	
EXPLANATION OF ADJUSTED ALLOTMENT			
7-1-70 Reduction - 12.46% = Minutes		ADJUSTED ALLOTMENT IN MINUTES	
		ADJUSTED ALLOTMENT IN HOURS	

Approved _____

C. TIME-UNIT ALLOCATIONS: BOISE PUBLIC SCHOOLS

Time Allotments for Custodial Jobs

	DESCRIPTION		TIME IN MINUTES
1. Sweeping classrooms	Unobstructed	Per 1000 sq. ft.	9
2. " "	Slightly obstructed	" " " "	10
3. " "	Obstructed	" " " "	12
4. " "	Heavily obstructed	" " " "	16
5. Sweeping halls		" " " "	5
6. Sweeping gym		" " " "	5
7. Sweeping multipurpose rooms		" " " "	5
8. Sweeping auditorium		" " " "	15
9. Sweeping stairs		Per flight	6
10. Sweeping outside walks		Per 100 sq. ft.	5
11. Dust-mopping classrooms	Unobstructed	Per 1000 sq. ft.	7
12. " " "	Slightly obstructed	" " " "	9
13. " " "	Obstructed	" " " "	12
14. " " "	Heavily obstructed	" " " "	16
15. Damp mopping	Unobstructed	" " " "	16
16. " "	Slightly obstructed	" " " "	23
17. " "	Obstructed	" " " "	27
18. " "	Heavily obstructed	" " " "	32
19. Wet mop and rinse	Unobstructed	" " " "	35
20. " " " "	Slightly obstructed	" " " "	45
21. " " " "	Obstructed	" " " "	50
22. " " " "	Heavily obstructed	" " " "	55
23. Machine scrub	Unobstructed	" " " "	25
24. " "	Slightly obstructed	" " " "	30
25. " "	Obstructed	" " " "	35
26. " "	Heavily obstructed	" " " "	40
27. Machine polish	Unobstructed	" " " "	15
28. " "	Slightly obstructed	" " " "	25
29. " "	Obstructed	" " " "	30
30. " "	Heavily obstructed	" " " "	35
31. Vacuum wet pick up	Unobstructed	" " " "	20
32. " " " "	Slightly obstructed	" " " "	27

	DESCRIPTION		TIME IN MINUTES
33. Vacuum wet pick up	Obstructed	Per 1000 sq. ft.	31
34. " " " "	Heavily obstructed	" " " "	35
35. Vacuum carpeting	Unobstructed	" " " "	14
36. " "	Slightly obstructed	" " " "	17
37. " "	Obstructed	" " " "	19
38. " "	Heavily obstructed	" " " "	23
39. Strip and rewax	Unobstructed	" " " "	100
40. " " "	Slightly obstructed	" " " "	120
41. " " "	Obstructed	" " " "	140
42. " " "	Heavily obstructed	" " " "	180
43. Cleaning room doors - glass and woodwork - each			2
44. Cleaning entrance doors - glass and woodwork - each			6
45. Cleaning toilet stalls and doors - each			1
46. Cleaning toilet bowls, seats, metal fittings - each			3
47. Cleaning urinals - each			3
48. Cleaning wash bowls and fittings - each			2
49. Cleaning sinks and metal fittings - each			2
50. Cleaning drinking fountains and metal fittings			2
51. Cleaning mirror with shelf			3
52. Cleaning windows inside - large panes		Per 10 sq. ft.	1
53. Cleaning windows inside - small panes		Per 4 sq. ft.	1
54. Cleaning window panes outside - large panes		Per 5 sq. ft.	1
55. Cleaning window panes outside - small panes		Per 3 sq. ft.	1
56. Cleaning black boards		Per 10 sq. ft.	1
57. Dusting furniture in classroom, window sills, air vents, cabinet tops, etc.			5
58. Wash classroom tables		Per 5 sq. ft.	1
59. Wash lunchroom tables		Per 5 sq. ft.	1
60. Wash classroom countertops			10
61. Wash chairs - each			3
62. Wash desk chairs - each			5
63. Wash desk tops - each			3
64. Refill paper towel dispenser - each			1
65. Refill toilet tissue dispenser - each			1

DESCRIPTION	TIME IN MINUTES
66. Refill liquid and powder soap dispenser - each	2
67. Putting out flag	10
68. Taking in flag	10
69. Disposal of waste	10
70. Check clocks - each	½
71. Cleaning and caring for tools, custodian room - end of shift	10
72. Opening up building	10
73. Closing and locking building	5
74. Rest periods- each	10
75. Obtaining of materials and equipment for cleaning - beginning of shift	8

D. TIME-UNIT ALLOCATIONS: SEATTLE PUBLIC SCHOOLS (excerpts)

All work schedules are based on average or usual times and conditions to complete a task. If more time is requested, it will require a verification of a special problem and supplemental time being authorized to solve that problem.

Time Allocation: Elementary Schools, Seattle

1. Mechanical equipment duties

   Taking over and shutting down plant (15-30 mins.)
   Cleaning boiler tubes and flues (30 mins.- 1/5 frequency)

2. Building operation

   Take in flag, lock building (15-20 mins.)
   Supervision time (10 mins. per man)
   Exterior building security check (20 mins. minimum)
   The security checks may require a team check by two men in some schools for the safety of the personnel.

3. Educational support and service to building rentals (10 mins. per full-time man)

4. Variable services - primarily floor care (40 mins. per schedules)

5. Daily inside cleaning

Time Allocation: Secondary Schools, Seattle

Schools without night use will follow Elementary outline.
Secondary schools with Park Department or night activities but not considering Community College use.

1. Mechanical equipment duties

   Take over plant - operate - shut down (3 checks x 8 hours x 3 minutes = up to 70 minutes. Time allowance depends on plant and building characteristics and actual operational need according to use and program).

2. Building operation

   Take in flag - lock building (30 mins.)
   Supervision time (10 mins. per man)
   Exterior building security check (30 to 40 mins.)
   The security checks may require a team check by two men in some schools for the safety of the personnel.

3. Variable services - primarily floor care (40 mins. per schedule)

4. Daily inside cleaning - the inside cleaning times and frequencies are taken from the measurement catalog. The room or area times are obtained by applying the proper cleaning rate from the rate tables to the size and fixtures of the room or area. It should be noted that any room used as a standard classroom will receive a minimum of 12 minutes basic cleaning time.

General Standards, Frequencies, and Service, Seattle

Floor Cleaning and Dusting

The cleaning standards maintained by the Seattle School District call for the complete sweeping or vacuuming of all floor areas daily. All horizontal surfaces are dusted daily and 1/5 of the vertical surfaces, except in areas that require more frequent dusting of the vertical surfaces. Examples would be hallways and street lockers. Attention is called to scheduling of dusting after a series of rooms have been cleaned and enough time has elapsed for all dust to settle.

Lavatories and Shower Areas

All porcelain and shower areas are cleaned and lavatory floors are damp-mopped daily.

Dispenser and Waste Receptacles

All waste receptacles are emptied and soap, towel, and tissue dispensers are checked and restocked daily.

Floor Maintenance

Time is scheduled to damp-mop and refinish traffic areas daily. If an emergency or irregularly scheduled event occurs, it may require the time allocated to floor care. The floor refinishing shall proceed as usual upon its completion. A complete cycle of floor care is possible every 5 weeks. It is expected that some areas will require a greater frequency of floor care than others and this determination shall be made by the Custodian Engineer.

Office Forms

SEATTLE PUBLIC SCHOOLS
FACILITIES DEPARTMENT - OPERATIONS SECTION

SCHOOL _____ DATE _____

Bldg.sq.ft. in thousands _____ Grounds sq.ft. in thousands _____ Lawn sq.ft. in hundreds _____ No. of Pupils _____

REQUIRED DAYTIME SERVICES		Minimum Allowance	Actual Allowance
Mechanical Equipment Duties	1.0 x Bldg. Size =	50 Mins.	
Building Operations	2.1 x Bldg. Size =		
Daily Outside Services	First hundred thousand = 37 min. .09 x over first hundred thousand = _____ Total	45 Mins.	
Education Support and Service to Bldg. Rentals	.06 x No. of pupils =	20 Mins.	
Variable Custodial Services	.07 x Bldg. Size = .065 x Lawn Size = .032 x Lawn Size = for mowing service _____ Total	40 Mins.	
	Total Minutes for Required Daytime Services		

SUMMARY:

Assignment Title and No.	Time Assigned	Accounted Time: Required Services	Accounted Time: Inside Cleaning	Total Accounted Time	Accounted Time: Over Time Assigned	Accounted Time: Under Time Assigned	BUILDING TOTALS
Day Shift							Total Accounted time
							Total Time assigned
							Accounted time (over) (under) time assigned
Night Shift							
							COMMENTS:

Time Schedule: Master, Seattle

RATE	AREA
26/M ins.	Portable classrooms Music rooms with portable risers
23/M ins.	Portable classrooms with installed carpet
22/M ins.	Administration office area and nurse's office and area Secondary custodian's offices
20/M ins.	Classrooms, band and choir rooms, classroom offices, cooks' offices, conference rooms, craftrooms, art, home ec., sewing, laundry and fitting areas, science, activity centers, resource centers, libraries, teachers' lounges and rest areas and ticket booths. Dark rooms (includes mopping as required) Portable shops Ribbed ramps and ribbed entrances Gym offices and instructors' area, basket rooms, weight lifting rooms.
	Lunchrooms
20/M ins.	Sweep
19/M ins.	Damp mop Secondary lunchrooms (Junior High 1/2 frequency)
6/M ins.	Spot mop Elementary lunchrooms, teachers' lunchrooms, custodial lunchrooms
20/M ins.	Stages used for classroom or music instruction
10/M ins.	Stages - normal usage other than classroom instruction
18/M ins.	Auditorium and auditorium balconies (most Junior High auditorium and stage facilities which are separate from the lunchrooms and almost all auditorium balconies are assigned 1/2 frequency for cleaning)
17/M ins.	Carpet
14/M ins.	Carpet in schools that are fully carpeted
15.5/M ins.	Woodshops, shop office - no storage
14.3/M ins.	Shops (shop offices - no storage)
20/M ins.	Portable shops
12/M ins.	Cloakrooms, storage, receiving, workrooms, bookroom, greenhouses, boiler rooms, uniform drying rooms, custodians' dressing rooms, office workrooms (Mechanical rooms and fan rooms are on 2 1/5 frequency)
12/M ins.	Portable gyms - inside running tracks

Time Schedule: Master, Seattle (cont'd)

RATE	AREA
7/M ins. 12/M ins.	Gyms (Rubber Gyms)?
8/M ins.	Hall, playcourts, basements, exercise rooms
41/M ins.	Shower areas includes porcelain (stall showers 1.7 per unit)
33/M ins.	Locker rooms
33/M ins.	Kitchen and garbage rooms and wet mopping Wet mopping in kindergarten and food laboratory and ceramics rooms once per week = 33/M ÷ 1/5 (Generally: Do not give time for kitchen storage)

Rates are applied as minutes per thousand sq. ft. Any room used as a standard classroom, will be allowed a minimum of 12 minutes basic cleaning time.

At any time that the auditorium area - or any area - is not used, the Custodian Engineer shall direct the proper use and assignment of the time allocated to it.

20/21

SECTION II

JOB DESCRIPTIONS

Introduction

Job descriptions provide the framework for personnel selection, training, job performance, and assessment. In essence job descriptions detail the requirements of the job. Most descriptions begin with a general job explanation and end with examples of duties or a list of minimum job qualifications. Included in most descriptions are a) an overall explanation of the job, b) specific duties performed in the job, and c) minimum desirable qualifications required of applicants. The latter may be subdivided into the knowledge and skills required. Some job descriptions include supervisory format and wage scales.

The material in this section is a series of exemplary job descriptions that display some variety but very similar basic content. Examples are from Oregon School Employees Association, Los Angeles, Corvallis, Hood River, Springfield, Boise, and from a set of job descriptions developed by the state of Oregon and utilized in Medford, Salem, and The Dalles.

Job Descriptions

1. Oregon School Employees Association
    a. Distinguishing features of work
    b. Examples of work
    c. Desirable knowledge, skills, and abilities
    d. Minimum experience and training
2. Los Angeles Unified School District
    a. Definition of job
    b. Distinguishing characteristics
    c. Supervision
    d. Class qualifications
    e. Entrance qualifications

3. Corvallis, Oregon

   a. Job description
   b. Typical duties
   c. Qualifications

4. Hood River, Oregon

   a. Job description
   b. Typical duties
   c. Qualifications

5. Springfield, Oregon

   a. Job description
   b. Typical duties
   c. Qualifications

6. Boise, Idaho

   a. Job description
   b. Typical duties
   c. Qualifications

7. State of Oregon, utilized in Medford, Salem, The Dalles

   a. Definition of job
   b. Distinguishing characteristics
   c. Examples of duties
   d. Desirable qualifications

1. Oregon School Employees Association

Custodial Worker No. 1

This is work in performing a variety of tasks involving labor in general care of buildings and grounds. Work involves the performing of cleaning, repairing and maintenance of school buildings and may include operating a heating plant in small elementary schools. Primary responsibility is for the use of proper methods and materials in cleaning and otherwise caring for building and equipment to which assigned.

Examples of work. (Any one position may not include all of the duties listed nor do the listed duties include all tasks which may be found in positions of this class.)

Wash windows, adjust window shades.
Dust and clean classrooms and office furniture.
Sweep, mop, scrub, seal and wax floors.
Wash toilet room fixtures and replenish supplies.

Set up chairs, bleachers and equipment for concerts, games and assemblies.
Operate heating and ventilating equipment in small elementary school if required.
Make minor repairs to structures and equipment and report such damage as requires major repairs.
Clean blackboards.
Wash and paint woodwork and plastered walls.
Minor plumbing maintenance.
Fuse light circuits when needed.
Order fuel.
Mow and water lawn and care for shrubbery.
Perform miscellaneous and minor maintenance work.

Desirable knowledge, skills, and ability

Working knowledge of cleaning methods, materials, and equipment.
Ability to make repairs and adjustments to structures and equipment.
Ability to learn to properly tend furnaces and low pressure boilers in small schools.
Ability to follow oral and written instructions.
Ability to exercise care in the use of cleaning materials for different types of building surfaces.
Ability to make out reports that may be required by the school administration.
Ability to take charge in receiving and caring for school supplies when principals are not on duty.
Physical strength to withstand the strain in performing the tasks that may be required of a custodial worker.
Personal cleanliness and freedom from communicable disease.
High moral standards and character necessary for association with children.

Minimum experience and training. Good personnel relations. Preferably six months of experience in work relating to the care and maintenance of school buildings and grounds.

Custodial Worker No. 2

This is routine work in performing a variety of tasks involving labor in the general care of large elementary and junior high school buildings and surrounding grounds. Work involves the performance of assigned cleaning and minor maintenance work in a building. Primary responsibility is for the use of proper methods and materials in cleaning and otherwise caring for building areas and equipment to which assigned. The employee works under supervision or follows a well-established routine.

Examples of work. (Any one position may not include all of the duties listed nor do the listed examples include all tasks which may be found in positions of this class.)

Fuse light circuits when needed.
Dust and clean classrooms and office furniture.
Sweep, mop, scrub, seal and wax floors.

Wash windows and adjust shades.
Wash toilet room fixtures and replenish supplies.
Set up chairs, platforms, bleachers and equipment for concerts, games, etc.
Wash and paint woodwork and plastered walls.
Make minor repairs to structures and equipment and report such damage as requires major repairs.
Make minor plumbing repair.
Clean blackboards.
The custodial worker is responsible for the cleanliness, protection and preservation of the building, supplies, apparatus and equipment committed to his charge, and for the care and condition of the grounds and sidewalks connected with or surrounding the premises.
Mow and water lawn, care for shrubbery.
Operate heating plant and related equipment after employee in charge of heating plant completes his shift and serve as his substitute.
Be responsible, in the absence of the principal or engineer, for building, supplies and equipment in his care.
Perform related work.

Desirable knowledge, skills and abilities

Working knowledge of cleaning methods, materials and equipment in school housekeeping.
Ability to make minor repairs and adjustments to structures and equipment.
Ability to learn to properly tend furnaces and low pressure boilers.
Ability to follow oral and written instructions.
Ability to exercise care in the use of cleaning materials for different types of building surfaces.
Skill in the use of electrical and hand appliances ordinarily used in housekeeping activities.
Ability to make reports that may be required by the school administration.
Ability to take charge in receiving and caring for school supplies when principal is not on duty.
Personal cleanliness and freedom from communicable disease.
Physical strength to withstand the strain of performing eight hours of manual tasks.
High moral standards and character necessary for association with children.

Minimum experience and training. Good personnel relations. Preferably six months of experience in work relating to the care of school buildings and grounds.

2. Los Angeles Unified School District: Class Description

Custodian
Custodian (Light Duty)
Part-Time Custodian
Custodian (Restricted)

Definition

Maintains assigned areas of buildings and unplanted areas in a clean, sanitary and safe condition.

Typical Duties

Dusts, sweeps, cleans, scrubs, strips, seals, waxes, polishes, and mops floors in classrooms, dining halls, toilet rooms, offices, and similar facilities; operates floor polishing and scrubbing machines.
Removes spots from floors, walls, woodwork, furniture, and fixtures, and cleans chalkboards and erasers.
Cleans, dusts, high dusts, and polishes woodwork, glass, hall lockers, furniture, fixtures, and other installations.
Washes and scrubs walls, lavatory fixtures, inside glass, windows, painted surfaces, and drinking fountains.
Services soap dispensers, towel boxes, and similar facilities.
Sweeps and hoses blacktop, tennis courts, playgrounds, sidewalks, and parkways.
Replaces electrical fuses, incandescent bulbs, and fluorescent tubes.
Moves and adjusts chairs, desks, tables, furniture, and equipment.
Receives, checks, and delivers supplies.
Locks and unlocks doors, gates, windows, transoms, and storerooms.
Gives information in regard to locations of various school facilities.
Cleans, maintains, services, and makes minor adjustments to space heaters.
Gathers and disposes of rubbish, paper, leaves, and debris and empties and washes refuse containers.
Waters grounds, lawns, and trees and may perform all necessary grounds maintenance during the summer in elementary school gardens.
May perform a variety of cleaning and other manual tasks in a cafeteria.
May operate power sweepers and low pressure heating plants.
May receive, account for, store, issue to students, pick up, prepare for returning, and safeguard towels in a gymnasium.
May raise, lower, and case flags.
May make minor repairs to building hardware, plumbing, woodwork, building equipment and furniture, and change lock combinations on lockers.
May check classroom, hot water, and fuel oil temperatures.
Keeps records relative to equipment and furniture.
Performs a variety of unscheduled custodial duties as requested by the school office and teachers.
Attends in-service training as directed.
Performs related duties as assigned.

Distinguishing Characteristics

A custodian maintains assigned areas of buildings and unplanted areas in a clean, sanitary, and safe condition. A Custodian (Light Duty) is assigned in accordance with Rule 750, Light Work for Disabled Employees, and performs limited custodial duties without strenuous exertion. A Part-Time Custodian performs specified tasks within the range of custodial duties on a part-time basis. A Custodian (Restricted) performs the same duties as a Custodian, and is employed in accordance with Education Code Section 13581.2.

A Head Custodian supervises and participates in the cleaning and operations of a school or office plant or supervises a custodian crew on one shift of a multiple-shift school or office plant.

A Senior Custodian regularly supervises a crew of custodians working a total of 24 man-hours per shift or more during the hours that a higher-level custodial supervisor is not assigned, and performs custodial work in maintaining buildings and unplanted areas in a clean, sanitary, and safe condition.

Supervision

Immediate supervision is received from a supervisory custodian. No supervision is exercised.

Class Qualifications

Knowledge of:

Simple cleaning materials such as soap, detergents, and solvents.
Methods of cleaning floors, lavatories, and other areas of school buildings.
Sterilization and sanitation methods used in custodial work.

Ability to:

Make minor repairs to materials, fixtures, and equipment.
Read water, gas, and electric meters.
Use floor polishing and scrubbing machines and other types of power machines.
Work harmoniously with school children, administrators, P.T.A. groups, teachers, and others.
Lift and move heavy supplies and equipment.

Entrance Qualifications

Education:

Successful completion of the 60-hour Custodial Engineering I course in an accredited institution is desirable and may be required during the initial probationary period as part of assigned duties.

Experience:

Six months of recent janitorial or custodial experience is desirable.

Special:

A valid California driver's license may be required by the duties of some positions.

Gardener
Gardener (Restricted)

Definition

Cares for lawns, athletic fields, trees, shrubs, unplanted areas and undeveloped sites.

Typical Duties

Cares for lawns and turf on athletic fields by mowing, reseeding, edging, and weeding.
Plants and cares for trees, shrubs, annuals, perennials, and ground cover by cultivating, pruning and shaping, staking, fertilizing, spraying, mulching, weeding, removing hazardous growth, and transplanting.
Operates power mowers, power edgers, power sprayers, and other gardening power equipment.
Adjusts and performs minor maintenance on power equipment and tools.
Mixes and applies insecticides, fungicides, and herbicides.
Checks safety hazards in planted areas of a school campus.
Maintains and adjusts all types of lawn sprinkler systems.
Advises and trains custodial personnel in proper watering procedures, operation and setting of automatic sprinkler controllers, maintenance and adjusting of all types of lawn sprinkler systems.
Keeps drains and flow lines free from debris.
Occasionally furnishes requested plants and insects to instructors.
Assists in laying out and marking athletic and recreation fields.
Mixes dusts, fertilizers, and soil mixtures.
Sets out baits and traps for pests.
May perform special floral decorating duties for such occasions as graduations and holidays.
May maintain and replace planter boxes.
Performs related duties as assigned.

Distinguishing Characteristics

A Gardener performs maintenance gardening under immediate supervision for a group of schools or office buildings. A Gardener (Restricted) performs the same duties as a Gardener and is employed in accordance with Education Code Section 13581.2.

A Senior Gardener supervises a small crew of gardening personnel in the maintenance of the grounds of a group of schools and office sites.

Supervision

Immediate supervision is usually received from a Senior Gardener. No supervision is exercised.

Class Qualifications

Knowledge of:

Plant materials.
Methods, materials, and tools used in the care of lawns, turf, trees, shrubs, hedges, ground cover, and flowers grown in Southern California.

Ability to:

Operate and make minor repairs on power equipment.
Plant and prune trees, shrubs, hedges, ground cover, and flowers.
Mix sprays and insecticides in accordance with simple written directions.
Set out traps.
Work effectively with school personnel and pupils.

Entrance Qualifications

Education:

Graduation from high school is desirable.

Experience:

Six months of paid experience within the past ten years in general maintenance gardening. Successful completion of a two-year high school course in horticulture or agriculture or three semester units or equivalent of courses in horticulture, agriculture, or related subjects in a college or adult school may be substituted for the required experience.

Special:

A valid California driver's license.
Use of an automobile.

3. Springfield, Oregon: Job Descriptions

Custodial Supervisor

Job Description

The Custodial Supervisor supervises and directs the custodial and/or housekeeping services of all school buildings in District No. 19.

The Custodial Supervisor supervises and directs the overall custodial and/or housekeeping activities in a District No. 19 building complex. The Custodial Supervisor exercises full supervision over a large number of custodial and/or housekeeping employees engaged in their respective activities in buildings. A primary function of the job is to coordinate work activities with administrators, teachers, or school schedules so as to effectively complete the custodial operations in the building. The job is administrative in nature with assigned responsibilities for work planning, records, reports, supply, requisition and storage, and the cleanliness and repair of buildings. The Custodial Supervisor's work is reviewed through reports and conferences by an administrative superior who reviews work for efficiency and effectiveness.

Typical Duties

Directs custodial crews in custodial and maintenance work as required in District 19 buildings, inspects teaching areas, offices or other related areas for cleanliness and sanitary conditions; directs total custodial services in all areas for which he is responsible.
Directs the housekeeping activities of subordinate employees, including distribution and collection of supplies, laundry operations.
Supervises new personnel in housekeeping and/or custodial operations, supervises the maintenance of time and personnel records.
Assists in planning for remodeling present buildings and interior design of new buildings.
Supervises the procurement, storage and disbursement of supplies; supervises the inventory of all property within his responsible area.
Organizes movement of equipment to buildings and plans work schedules to insure compatibility with teacher and office schedules.
Prepares reports and confers with subordinates and administrative superiors regarding custodial and/or housekeeping operations.
Keeps track of time cards, delivers pay checks, arranges for substitutes.

Desirable Qualifications

Extensive knowledge of the principles, practices, materials, and methods of building maintenance operations and of the equipment used in all service and maintenance activities; considerable knowledge of plant operations and equipment; ability to plan, assign, direct and supervise work programs for subordinate custodial or housekeeping employees; ability to judge the value of new or obsolete equipment; ability to keep records, prepare reports; ability to estimate equipment needs and supply in advance; ability to coordinate building maintenance activities with student schedules and activity calendars. Must possess high moral standards.

Head Custodian

Job Description

The Head Custodian supervises and participates in custodial services in assigned school buildings; does related work as required.

The Head Custodian supervises a few employees in cleaning, custodial services, and light maintenance activities in a large school building or a small group of buildings. The Head Custodian trains employees in all facets of custodial operations, plans and assigns work, and inspects subordinates' work for effectiveness. Work may involve the performance of minor maintenance work but needs are reported to another department for major repair work. The Head Custodian makes routine decisions pertaining to custodial activities but unusual problems are referred to a superior. His work is reviewed by an administrative superior for effectiveness and efficiency through conferences and on-the-job inspection. This job description assigned to head day custodian.

Typical Duties

1. Plans, assigns and supervises work of a small custodial crew in the cleaning and related custodial operations of a large school building or a small group of buildings.

2. Trains new custodial work employees and helpers in all facets of custodial and building maintenance services.

3. Keeps an inventory of supplies and materials; estimates supply needs in advance; requisitions new supplies and materials.

4. Reports needed repairs and prepares work orders for various tradesmen to make necessary repairs.

5. Maintains necessary records with regard to personnel and equipment under his immediate supervision.

6. Performs minor and uncomplicated repair work in the maintenance of an office building and its equipment.

7. Prepares reports and confers with superiors on work progress and results.

8. Orders fuel and keeps weekly inventory of fuel.

9. May be called for extra duties as required for holidays or emergencies.

Desirable Qualifications

Considerable knowledge of modern building service operations, techniques, equipment, materials, and supplies; ability to plan and assign work to a few subordinate custodial workers and ability to supervise their performance of work assigned; supply needs in advance; ability to perform minor maintenance and repair work; ability to work harmoniously with fellow employees and passes high moral standards.

4. Hood River, Oregon: Job Descriptions

Custodian 1

Job Description

Under supervision of the school principal or head custodian, performs cleaning tasks, fires and maintains vigilance on boilers, and does other labor tasks which may or may not be of a routine nature in association with the conduct of custodial services as required. May be assigned during day or evening. May travel from school to school, and may be given additional hours of duty in non-routine circumstances.

Typical Duties

Sweep floors. Make minor repairs, wash windows, dust, clean lavatories, sinks and basins. Replenish paper carriers in wash rooms. Immediately clean up emergency messes which may be in such a place as to cause distraction or offense. Empty wastebaskets, place waste containers in a position handy for the refuse collector to pick up. Put up and take down the flag. Oil motors. Lock and unlock doors as necessary. Turn on and off night lights. Aid in the performance of maintenance tasks by more specialized personnel. Maintain custodial equipment and otherwise assist in preserving the orderliness and cleanliness of buildings.

Drain, clean, and fire boilers, oil motors, doors, and door checks, order supplies from Head Custodian, make minor repairs and adjustments to school furniture. Does other related tasks as requested.

Desirable Qualifications

He should be of good moral character and able to take instructions. He should be reliable and responsible. In addition, he should dress presentably.

He should have the ability to work with other school personnel and be able to make the learning environment a contributing factor to learning.

He should have the ability to make oral reports and follow written and oral directions.

A Custodian 1 must be in good health and possess the physical ability to do work associated with the position.

Position Requirements

One year experience in building maintenance or related trade.

Custodian 2

Job Description

Under direction of the school principal, Custodian 2's perform cleaning and other custodial tasks and are responsible for the custodial operation of a school. They may exercise limited authority over other custodians under clearly defined policies and regulations and along accustomed lines of procedure. In addition, they may drive buses and perform other tasks as required. To be skilled in the operation of a heating plant and auxiliary equipment.

Typical Duties

In addition to the duties of a Custodian 1, employees in this category assign duties and balance work loads of employees whose work they are responsible for. They coordinate and arrange custodial service for special events. Employees in this category will be expected to maintain custodial equipment in good condition as well as see that an adequate supply of janitorial supplies is on hand. He will make annual supply orders, keep inventories and records as necessary and provide written and oral reports as required. In addition, he will see that work orders are carried out effectively and rapidly. Does other related tasks as required.

Desirable Qualifications

Custodian 2's should be of good moral character, able to direct and work with others as well as carry out the instructions of supervisory personnel. This includes making work schedules.

He should have a thorough knowledge of the methods, materials and equipment used in custodial work; he should be able to make written and oral reports.

It is desirable that he also have several years experience as a custodian preferably within the district, and have demonstrated reliability and responsibility.

Position Requirements

Minimum of three years experience as school custodian, and have demonstrated the ability to supervise other employees.

Maintenance Foreman

Job Description

Under direction of the Business Manager, supervises the maintenance and repair of school buildings, grounds and equipment. He directs the construction of minor alterations to existing structures and equipment, and is responsible for such reports and records as required.

Typical Duties

The Maintenance Foreman confers with the Business Manager on the determination of the maintenance and repair program. He receives work orders and assigns personnel to carry them out. Upon occasion he may direct maintenance personnel in the performance of certain emergency tasks. He analyzes maintenance difficulties and draws up plans for the replacement of equipment. He informs the Business Manager of necessary equipment or materials replacement or additions. He makes periodic checks of buildings, grounds and equipment for possible sources of difficulty as well as keeps records and files.

Desirable Qualifications

Employee in this classification should be a high school graduate. He must have the ability to make oral and written reports and keep records. Also, he should have demonstrated ability to work in a supervisory capacity.

He should have knowledge of methods, materials and equipment used in various crafts including carpentry, glazing, plumbing, painting, electrical and mechanical work. He should be able to estimate the costs of repair and construction work. He should be able to interpret and work from plans and specifications. He should be able to assign the right man or men to a particular task so that it is accomplished with least time and cost to the district.

Position Requirements

Minimum of five years experience in various crafts. Have two years experience in supervising position and demonstrate ability to organize and supervise maintenance personnel.

5. Corvallis, Oregon: Job Descriptions

Grounds Maintenance Supervisor

Job Description

The Grounds Maintenance Supervisor plans and manages a varied and large-scale grounds maintenance program. He works independently, and has full responsibility for horticultural practices in grounds maintenance. This work is complicated because the grounds are a public attraction, due to school functions and other special activities. Also, the large variety of plants and flowers require constant vigilance to be maintained in good condition. The Supervisor may act for other supervisors in their absence, or when requested. He is responsible for the proper execution of production, orders, instructions, standards, procedures and rules, and for making such decisions and taking such actions as are necessary for the proper execution in the maintenance of grounds.

Typical Duties

1. Studies, plans, and develops methods for improvement and beautification of turf and grounds.

2. Interprets landscape blueprints, and conveys their meaning to department employees.

3. Directs the planting, cultivating, watering, pruning, spraying and general maintenance work on the grounds.

4. Gives technical gardening and horticultural advice to other grounds personnel.

5. Supervises maintenance and repair of roads, asphalt play areas, walks, drainage systems, irrigation and grounds keeping machinery, and bleachers and grandstands.

6. Inspects grounds regularly for nutritional, disease, and insect problems.

7. Supervises tree and shrub pruning and tree surgery.

8. Purchases and inspects all nursery stock and garden supplies.

9. Conducts or organizes the training of department personnel.

10. Assists in preparing annual budget for the maintenance of grounds and grounds improvement.

11. Lays out playfields.

12. Assigns maintenance repair or construction projects to subordinates and inspects work for conformance to plans and specifications.

13. Supervises purchase of materials, supplies, and equipment used in the maintenance and construction of grounds.

Qualifications

An applicant should have satisfactorily completed high school or equal. He should have five years of progressively responsible work in groundskeeping, including two years of demonstrated skill in personnel leadership, or an equivalence of experience and training.

He should have a thorough knowledge of landscape planning, blueprints, materials, equipment, outdoor athletics, turf management, insect control, disease control, pruning practices, grafting, etc.

He must have demonstrated ability in public relations, and be able to maintain harmonious relationships with fellow employees and the public.

Groundskeeper 1

Job Description

The Groundskeeper 1 performs semi-skilled work in the maintenance of grounds under the direct supervision of a superior.

Typical Duties

Work includes mowing, trimming, watering and spraying of lawns, trees and shrubbery; fertilizing lawns and athletic fields; cultivating soil for lawns and shrubbery; removing dirt, soil, rubbish and snow from grounds; line atheltic fields, drag athletic fields, set-up and repair bleachers and playground equipment; operates power and motorized equipment.

Qualifications

Completion of high school or equivalence in experience is desired. The applicant must demonstrate a satisfactory working knowledge of groundskeeping. Must be able to work from written or oral directions.

Groundskeeper 2

Job Description

The Groundskeeper 2 performs skilled grounds maintenance and landscape work under general supervision. He performs all gardening, tree pruning, spraying and related work as directed. He may be asked to train or direct others in his specialized field or in related areas.

Typical Duties

Supervises and participates in planting, watering, spraying, trimming, mowing, grading, lining athletic fields and asphalt play areas; set-up and repair bleachers; reseed lawns and grounds; fertilize lawns and play fields; repair playground equipment; remove snow, rubbish and debris from grounds; operate motorized equipment; service grounds maintenance equipment; repair sidewalks and asphalt paving.

Prepare reports and keep records of time, materials, and equipment. Supervises, if required, other employees in ground maintenance activities.

Qualifications

Completion of high school or equivalence in experience is desired. Applicant should possess the knowledge of practices, tools, and materials used in groundskeeping and the ability to operate necessary equipment. He must be able to work from sketches and blueprints, and be able to follow oral and written work orders. He should understand the fundamentals of grounds requirement for all outdoor athletic events. Be experienced in the fundamentals of grafting, propagation and have a general knowledge of plant care. If directed by supervisor, must be able to qualify for and obtain an Oregon Pesticide Applicator's license.

6. Boise, Idaho: Job Descriptions

Assistant to the Supervisor of Buildings and Grounds

Definition

Under direction, to perform responsible supervisory office management work; or to perform varied assignments as an assistant to a major department

administrator; and to do related work as required.

Examples of Work Performed

Assists in developing departmental programs and policies; maintains records and files of reports and studies; reviews and replies to correspondence; establishes and maintains cooperative inter- and intra-agency working relationships; responsible for office equipment inventory and purchase vouchers, statistical reports; may supervise office routine.

Minimum Qualifications

Education and Experience

Graduation from high school, substituting work experience in office management or staff work on a year for year basis up to a maximum of four years.

Knowledge and Abilities

Knowledge of the principles of supervision and management.
Knowledge of the preparation of forms, records, and reports, including financial record keeping.
Ability to exercise judgment and discretion in applying and interpreting policies and procedures.
Ability to establish and maintain effective working relationships with associates and supervisors in performance of duties.

Custodian Supervisor

Definition

Supervise and coordinate the work of a large custodial staff engaged in cleaning building facilities and to do related work as required.

Examples of Work Performed

Develops standards for service and performance; plans and schedules cleaning of facilities and the preparation of rooms for meetings; makes routine inspections to review work in progress and upon completion; checks complaints and adjusts to improve service; supervises and assists in moving and arranging furniture and equipment; tests and selects janitorial supplies; inspects buildings and grounds for vandalism; trains and supervises employees; keeps simple records; requests and issues supplies and keeps records of supplies and of work completed; evaluates work performance and recommends disciplinary action as required.

Minimum Qualifications

Education and Experience

Any combination of education and experience equivalent to graduation from high school and four years of experience in public building custodial work including one year at a supervisory level.

Knowledge and Abilities

Knowledge of the methods, materials, and equipment used in custodial work.
Ability to develop standards for service.
Ability to plan and maintain schedules for periodic cleaning of all facilities assigned.
Ability to observe and determine needs for service or supplies.
Ability to maintain records.
Ability to plan, schedule, and supervise the work of others.
Ability to get along well with others.

Head Custodian

Definition

Under direction, to supervise, and check the work of a group of janitors in the cleaning and maintenance of assigned building areas and to do related work as required.

Examples of Work Performed

Assists in planning and scheduling the work of custodians; directs custodians in the cleaning of public buildings, the preparation of rooms for meetings, and the making of minor building repairs; makes routine inspections to review work in progress and upon completion; inspects buildings and other equipment to determine the need for cleaning; reports the need for building repairs; has over-all responsibility for the safeguarding of the area assigned.

Minimum Qualifications

Education and Experience

Any combination of education and experience equivalent to completion of the eighth grade and two years of experience in the cleaning of buildings.

Knowledge and Abilities

Knowledge of practices, tools, equipment, and materials used in custodial work, of safety practices as applied to custodial work, of building hardware, fixtures, and equipment, and of the principles and practices of supervision.
Ability to operate tools and equipment used in custodial work.
Ability to perform minor maintenance work.
Ability to perform manual labor.
Ability to follow and give oral and written instructions.

Custodian 1

Definition

Under supervision, to keep assigned classrooms, school buildings, and offices clean and orderly and to do other work as required.

Examples of Duties

Sweeps floors and vacuums rugs and carpets; dusts and polishes furniture and woodwork; empties and cleans waste receptacles, cleans restrooms, classrooms, shower and locker rooms, shops, cafetoriums, offices, gymnasiums, etc.; assists in moving and arranging furniture and equipment and setting up for special events or meetings; adjusts shades or blinds; may raise and lower flags and lock and unlock doors and gates; scrubs, mops, waxes, and polishes floors as assigned.

Desirable Qualifications

Knowledge of:

Modern cleaning methods and preferred methods of cleaning and preserving floors, walls and fixtures; the cleaning and disinfecting of materials, tools and equipment used in custodial work; tools and their use for minor maintenance work.

Ability to:

Quickly learn the schedules, procedures and use of tools and equipment used in custodial work; carry out oral and written instructions; work cooperatively with others, including the ability to supervise civic center activities.

Experience:

One year of experience in cleaning school buildings, other large buildings or related activities.

Education:

High school graduation or equivalent is preferred.

Area of Work:

In one of the school plants of the district. During student vacation periods, may be assigned to a district crew.

Time of Employment

This is a twelve-month position. During the time school is in session, the work will be on an evening shift. During student vacation periods, there may be some opportunity to work day shifts.

Grounds Equipment Operator

Definition

Under general supervision, as a regular assignment, to operate a variety of equipment used in mowing and trimming grass, moving dirt and transporting materials and equipment and to do related work as required.

Examples of Work Performed

Operates a large tractor mower; operates tractor with backhoe, dozer, bucket, post hole digger, fertilizer spreader, rototiller and other grounds equipment in maintaining and preparing grounds; operates front end loaders in picking up trash, rocks, and dirt and loading trucks; drives dump trucks in hauling sand, soil, rock, and black top; checks, adjusts, lubricates, and maintains equipment; performs groundskeeping or general maintenance duties when not engaged in equipment operations.

Minimum Qualifications

Education and Experience

Any combination of education and experience equivalent to graduation from high school and one year of experience in grounds maintenance work involving the use of light construction equipment.

Knowledge and Abilities

Knowledge of the operation, use, and routine maintenance of grounds power equipment.

Knowledge of the methods, supplies, and tools used in caring for landscaped areas.
Ability to operate and service power equipment.
Ability to understand and follow oral and written directions.
Physical strength and agility.

7. Job Descriptions Developed by Eric Carlson (State of Oregon)
-- Used in Modified Form in Medford, Salem, The Dalles

Custodial Services Supervisor

Definition

Under general direction of an Assistant School Superintendent, to plan, schedule, supervise and inspect the custodial operations at the senior high school and to train and assist in the supervision of all other district custodians and to do related work as required.

Distinguishing Characteristics

The Custodial Services Supervisor directs the day-to-day custodial, groundskeeping and minor building maintenance work performed by the custodial staff at the senior high school and provides training and assistance to a number of school district personnel assigned to the individual schools who report to a school principal.

Examples of Duties

Supervises the custodial staff in the operation of buildings, grounds and equipment; selects, assigns, trains, supervises, evaluates and disciplines custodial personnel; executes production schedules, orders, instructions, standards, procedures and rules and makes such decisions and takes such actions as are necessary for proper execution in the custodial and operational department; makes periodic inspection of buildings, grounds, and equipment for safety conditions, repairs, replacement and scheduling of work projects; confers with department head regarding budget requests, repairs, and operation of buildings, grounds and equipment; confers with other department heads regarding building operation; supervises the efficient and economical use of custodial manpower, supplies and equipment; supervises housekeeping, heating and ventilation, minor maintenance, storage of custodial supplies and equipment, care of lawns and grounds; evaluates work schedules, work performance and assignments; plans, directs and schedules custodial personnel in summer maintenance work; assists in purchasing custodial equipment, parts and materials; recommends establishment of, or changes in procedures for efficiency in custodial operation.

Desirable Qualifications

Knowledge of:

Principles, practices, materials and methods of large scale custodial care.
Techniques and materials required in a large scale custodial care and preventative maintenance program.
Building equipment and its function in a building operation program.

Ability to:

Plan and supervise a district-wide physical plant custodial operations program.
Train and supervise semiskilled, and unskilled building and grounds custodial personnel.
Prepare estimates of the material and labor costs of program.
Prepare an annual budget.
Develop and maintain cooperative working relations with school administrators and others contacted in the course of the work.
Follow written and oral directions.
Prepare and present oral and written reports.

Experience:

Five years of skilled and increasingly responsible experience in building and maintenance work, of which at least two years shall have been in a supervisory capacity.

Education:

Equivalent to completion of the twelfth grade.

Head Custodian 1

Definition

Under general supervision of the school principal and the Custodial Services Supervisor, to supervise and personally perform routine custodial, repair and maintenance work on elementary school buildings, grounds, and equipment and to do related work as required.

Distinguishing Characteristics

A position in this class directly supervises and participates in the routine custodial and maintenance work performed at an elementary school. Incumbents work closely with school principal and faculty in performing non-routine assignments. Assignments are given in general terms indicating the results expected. The methods to be used in accomplishing non-routine

assignments are determined in conjunction with the principal, faculty members or Custodial Services Supervisor, depending on the nature of the work to be done.

Examples of Duties

Confers with principal and Custodial Services Supervisor, regarding care and cleaning programs at the school plant; prepares work schedules and sees that work is done in accordance with instructions; operates heating plant; sees that rooms are set up for special events and needs; reports needed repair work to proper authorities; performs minor repairs and adjustments to building fixtures and equipment; supervises and personally performs the cleaning of walls, furniture, woodwork and other equipment; assists subordinates in doing their work properly, giving instructions and training new personnel; requisitions custodial supplies and equipment; inspects buildings for fire, sanitary and safety hazards, and makes reports; directs visitors and safeguards school property; participates in the complete cleaning and routine maintenance of buildings and grounds during summer vacation; may perform routine groundskeeping duties.

Desirable Qualifications

Knowledge of:

Modern cleaning methods and the use and care of cleaning materials and equipment.
Requirements for maintaining school buildings and grounds in a safe, clean and orderly condition.
Methods, materials, equipment, and tools used in routine building and grounds maintenance work.
Operation of heating plant and equipment.

Ability to:

Lay out work, and to estimate time, tools and materials needed.
Perform minor repairs to electrical and plumbing fixtures.
Operate power mowers, tractors, and trucks.
Perform manual labor.
Follow oral and written instructions.
Maintain simple records.
Supervise the work of others, and maintain cooperative relationships with those contacted in the course of work.

Experience:

Two years of paid experience in building maintenance or public works construction.

Education:

Equivalent to completion of the twelfth grade.

Head Custodian 2

Definition

Under general direction of the school principal and the Custodial Services Supervisor, to plan, organize, and supervise cleaning and minor maintenance of school buildings and grounds at a junior high school and to do related work as required.

Examples of Duties

Confers with principal and Custodial Services Supervisor regarding care and cleaning programs at the school plant; prepares work schedules and sees that work is done in accordance with instructions; inspects buildings and grounds to determine maintenance and custodial needs; confers with administrative and teaching officials regarding future custodial and groundskeeping activities; receives job requests for services and repairs, and takes lead in accomplishing same; lays out and assigns duties of custodial staff; inspects completed work; supervises and performs minor maintenance work on school buildings, using plumbing, carpentry, and electrical tools; issues orders for night custodial work through the night crew supervision; orders, receives, stores, issues and accounts for necessary supplies and equipment; maintains records; and makes oral and written reports of work required and of work accomplished.

Desirable Qualifications

Knowledge of:

Tools, materials and methods used in unskilled and semiskilled buildings and grounds maintenance work.
Custodial methods for the cleaning and preserving of floors, walls and fixtures.
Cleaning materials, disinfectants and equipment used in custodial work.
Methods, supplies and tools used in watering and caring for lawns, shrubs and trees.

Ability to:

Use tools utilized in custodial and grounds maintenance work.
Use hand tools in the performance of semiskilled building maintenance tasks.
Supervise custodial, groundskeeping, and maintenance personnel assigned to a school, to plan and organize their work, and to see that the work is done effectively.
Prepare records and reports.

Experience:

Three years of paid experience in the cleaning and maintenance of a school plant or other large buildings and grounds areas.

Education:

Equivalent to completion of the twelfth grade.

Head Custodian 3

Definition

Under the general direction of a school principal and the Custodial Services Supervisor, to plan, organize, and supervise cleaning and minor maintenance of school buildings and grounds at the mid or senior high school and to do related work as required.

Examples of Duties

Confers with principal and the Custodial Services Supervisor regarding care and cleaning programs at the school plant; prepares work schedules and sees that work is done in accordance with instructions; inspects buildings and grounds to determine maintenance and custodial needs; confers with administrative and teaching officials regarding future custodial and groundskeeping activities; receives job requests for services and repairs, and takes lead in accomplishing same; lays out and assigns duties of custodial staff; inspects completed work; supervises and performs minor maintenance work on school buildings, using plumbing, carpentry, and electrical tools; orders, receives, stores, issues and accounts for necessary supplies and equipment; maintains records; and makes oral and written reports of work required and of work accomplished.

Desirable Qualifications

Knowledge of:

Tools, materials and methods used in unskilled and semiskilled buildings and grounds maintenance work.
Custodial methods for the cleaning and preserving of floors, walls and fixtures.
Cleaning materials, disinfectants, and equipment used in custodial work.
Methods, supplies and tools used in watering and caring for lawns, shrubs, and trees.

Ability to:

Use tools utilized in custodial and grounds maintenance work.
Use hand tools in the performance of semiskilled building maintenance tasks.
Supervise custodial, groundskeeping, and maintenance personnel assigned to a school, to plan and organize their work, and to see that the work is done effectively.
Prepare records and reports.

Experience:

Four years of paid experience in the cleaning and maintenance of a school plant or other large buildings and grounds areas.

Education:

Equivalent to completion of the twelfth grade.

School Matron

Definition

Under supervision, to keep an assigned area of a school building clean and orderly; and to do related work as required.

Examples of duties

Cleans girls' rest rooms, dressing rooms, and shower rooms; cleans women faculty rest rooms; makes beds; stocks toilet and sanitary supplies; sweeps and mops floors; dusts and polishes furniture and woodwork; empties and cleans waste receptacles; washes windows and walls; polishes metal work; takes care of equipment and materials; folds, counts, and issues towels to students; refills paper towel, toilet tissue, and soap containers.

Desirable Qualifications

Knowledge of:

Methods and equipment used in the cleaning of floors, walls, and fixtures.
Cleaning materials, disinfectants, and equipment used in custodial work.

Ability to:

Use cleaning materials and equipment with skill and efficiency.
Understand and follow a work schedule as well as oral and written instructions.
Work cooperatively with others.
Obtain required health certificate.

Experience:

Some experience in housekeeping or janitorial work.

Education:

Equivalent to completion of the eighth grade.

School Custodian 1

Definition

Under supervision, to perform routine cleaning work in school plants; and to do related work as required.

Examples of Duties

Working from a prepared work schedule, sweeps, scrubs, waxes, and polishes, concrete, linoleum, tile and wood floors and vacuums rugs and carpets in school plant offices and rooms; cleans and dusts walls, furniture, woodwork, and other equipment; picks up paper and other refuse on grounds and sweeps walks and entrances; washes, scrubs, and disinfects rest rooms; cleans windows, door glass, and drinking fountains; cleans and polishes metal work such as door panels and hand railings; empties and cleans waste containers; assists in moving or rearranging chairs, tables, desks, furniture, and other equipment; replaces light globes; maintains equipment used in the course of work; performs special custodial work upon request of faculty members; reports safety, sanitary and fire hazards; assists in the complete cleaning and routine maintenance of buildings and grounds during summer vacation; may perform routine groundskeeping duties.

Desirable Qualifications

Knowledge of:

Modern cleaning methods and the use and care of cleaning materials and equipment.

Ability to:

Use cleaning materials and equipment with skill and efficiency.
Perform heavy physical labor.
Understand and carry out oral and written instructions.
Maintain cooperative relationships with fellow employees and the general public.
Obtain required health certificate.

Experience:

Some experience in janitorial work.

Education:

Equivalent to completion of the eighth grade.

School Custodian 2

Definition

Under general supervision, to act as shift lead Custodian at the mid or senior high school; assists in supervising routine cleaning work in school plants and to do related work as required.

Distinguishing Characteristics

Positions in this class are distinguished from positions in the next lower class of School Custodian 1 by performing duties of greater variety, which require incumbents to meet the requirements of principals and faculty and to complete regular duties on schedule.

Examples of Duties

Confers with head custodian regarding care and cleaning programs at the school plant; sees that work is done in accordance with instructions; sees that rooms are set up for special events and needs; reports needed repair work to proper authorities; performs minor repairs and adjustments to building fixtures and equipment; assists in supervising and personally performs the cleaning of walls, furniture, woodwork and other equipment; may assist incumbents of positions in the class of Custodian 1 in doing their work properly, giving instructions and training new personnel; directs visitors and safeguards school property; participates in the complete cleaning and routine maintenance of buildings and grounds during summer vacation; may perform routine groundskeeping duties.

Desirable Qualifications

Knowledge of:

Modern cleaning methods and the use and care of cleaning materials and equipment.
Requirements for maintaining school buildings and grounds in a safe, clean, and orderly condition.
Operation of heating plant and equipment.

Ability to:

Use cleaning materials and equipment with skill and efficiency.
Perform heavy physical labor.
Supervise and instruct others in custodial work.
Understand and carry out oral and written directions.
Maintain cooperative relationships with fellow employees and the general public.
Obtain required health certificate.

Experience:

One year of experience in school custodial work.

Education:

Equivalent to completion of the eighth grade.

SECTION III

SAMPLES OF PLANNED DAILY RESPONSIBILITIES

Introduction

Two approaches to the planning of job responsibilities are provided for purposes of comparison.

1. The first example involves Jackson Elementary School, Boise, Idaho. It was built on a time-unit formula. Included are examples of total time allotments for daytime and evening building services. Also included are work-time schedules for custodial and maintenance personnel.
2. The second example is from Highland View Junior High School in Corvallis, Oregon. This plan is based on another variation of the time-unit formula. The time units used in this example were calculated by the Diversified Formula. This sample includes a master listing of time units required, by task, for the entire building complex and individual personnel assignments based on the master listing. The result is a planned distribution of responsibilities to the various employees. Also included are two building maps; the first is coded to represent each custodian's area of responsibility; the second map indicates the required manpower needed to accomplish the daily custodial work in each part of the building.

1. Jackson Elementary School: Boise, Idaho

A. Custodial Schedule - Head Custodian (Day Shift)

Duty	Time Allotment	Schedule
1. Arrive and open building, check boiler room	5	6:00 - 6:05
2. Inspect afternoon custodial work	11	6:05 - 6:16
3. Obtain and prepare cleaning materials	8	6:16 - 6:24
4. Clean Principal's office	9	6:24 - 6:33

Duty	Time Allotment	Schedule
a. Sweep floor	4	
b. Dust and dispose of waste paper	3	
c. Clean room door and woodwork	2	
5. Clean general office	18	6:33 - 6:51
a. Sweep floor	4	
b. Clean entrance door	2	
c. Wash glass partition - both sides	10	
d. Dust and dispose of waste paper	2	
6. Clean health room	16	6:51 - 7:07
a. Sweep floor	3	
b. Damp mop floor	8	
c. Clean entrance door and woodwork	2	
d. Dust and dispose of waste	3	
7. Clean health room toilet	11	7:07 - 7:18
a. Damp mop floor	2	
b. Clean sink and metal fittings	2	
c. Clean mirror	2	
d. Clean toilet bowl and fittings	3	
e. Fill toilet and towel dispensers	2	
8. Clean teachers' room	9	7:18 - 7:27
a. Sweep floor	4	
b. Dust and dispose of trash	3	
c. Clean entrance door	2	
9. Clean teachers' room toilet	11	7:27 - 7:38
a. Damp mop floor	2	
b. Clean sink and metal fittings	2	
c. Clean mirror	2	
d. Clean toilet bowl and fittings	3	
e. Fill toilet and towel dispensers	2	
10. Damp mop main lobby	5	7:38 - 7:43
11. Clean girls' restroom 220	35	7:43 - 8:08
a. Clean 4 toilet bowls and fittings	12	
b. Clean 2 wash basins	4	
c. Clean 2 mirrors	2	

Duty	Time Allotment	Schedule
d. Refill toilet tissue & towel dispensers	3	
e. Spot wash walls and partitions	4	
f. Clean door and frame	2	
g. Sweep floor	3	
h. Damp mop floor	4	
i. Remove waste and trash	1	
12. Rest Period	10	8:08 - 8:28
13. Clean boys' restroom	40	8:28 - 9:08
a. Clean 3 toilet bowls and fittings	9	
b. Clean 3 urinals	9	
c. Clean 2 wash basins	4	
d. Clean 2 mirrors	2	
e. Refill toilet tissue & towel dispensers	3	
f. Spot wash walls and partitions	4	
g. Clean door and frame	2	
h. Sweep floor	3	
i. Damp mop floor	4	
14. Clean east end boys' restroom	34	9:08 - 9:42
a. Clean 2 toilet bowls and fittings	6	
b. Clean 2 urinals	6	
c. Clean 2 wash basins	4	
d. Clean 2 mirrors	2	
e. Refill toilet tissue & towel dispensers	3	
f. Spot wash walls and partitions	4	
g. Clean door and frame	2	
h. Sweep floor	3	
i. Damp mop floor	4	
15. Clean faculty dining room	10	9:42 - 9:52
a. Sweep floor	2	
b. Damp mop floor	4	
c. Clean entrance door and woodwork	2	
d. Dust and dispose of waste	2	
16. Sweep multipurpose state	5	9:52 - 9:57
17. Sweep corridors	25	9:57 - 10:22

Duty		Time Allotment	Schedule
18. Sweep entrance way		10	10:22 - 10:32
19. Work outside - pick up paper, etc.		11	10:32 - 10:43
20. Set up tables and garbage cans for lunch		8	10:43 - 10:51
21. Lunch Period		30	10:43 - 11:21
22. Duties for principals and teachers - (When no duties: wash windows, buff floors, etc.)		45	11:21 - 12:06
23. Clean up spills, etc., in lunch room		10	12:06 - 12:16
24. Empty and clean kitchen garbage cans		15	12:16 - 12:31
25. Fold up lunch tables and benches		8	12:31 - 12:39
26. Rest Period		10	12:39 - 12:49
27. Obtain cleaning materials		5	12:49 - 12:54
28. Sweep and damp-mop lunchroom where needed		33	12:54 - 1:27
29. Sweep and mop kitchen floor		17	1:27 - 1:44
30. Clean kitchen restroom		11	1:44 - 1:55
a. Clean toilet bowl	3		
b. Clean wash basin	2		
c. Clean mirror	2		
d. Refill towel and toilet tissue dispenser	2		
e. Mop floor	2		
31. Sweep corridors		25	1:55 - 2:20
32. Clean and put away custodial tools, consult with afternoon custodian		10	2:20 - 2:30

B. Custodial Schedule - Afternoon Custodian

Duty		Time Allotment	Schedule
1. Arrive at building			2:20 P.M.
2. Consult with Head Custodian, obtain and prepare cleaning supplies		8	2:20 - 2:28
3. Clean classrooms - original section - 1 - 6		108	2:28 - 4:16
a. Sweep floors	10 each		
b. Dust counters, teachers' desk, window sills, chalk rails, top of chalk boards, boards, etc.	5 each		
c. Empty waste basket and pencil sharpener	1 each		
d. Wash door and door frames	2 each		

Duty		Time Allotment	Schedule
4. Rest Period		10	4:16 - 4:26
5. Clean classrooms 7 - 12		108	4:26 - 6:14
a. Same as for rooms 1 - 6			
6. Lunch Period		30	6:14 - 6:44
7. Clean classrooms 1 - 6, New addition		108	6:44 - 8:32
a. Same as classrooms above			
8. Rest Period		10	8:32 - 8:42
9. Clean speech correction classroom		11	8:42 - 8:53
a. Sweep floor	4		
b. Dust counter, teachers' desk, window sills, chalk rails, top of chalk board, etc.	4		
c. Empty waste basket and pencil sharpener	1		
d. Wash door and frame	2		
10. Clean south boys' restroom		40	8:53 - 9:33
a. Clean 3 toilet bowls and fittings	9		
b. Clean 3 urinals	9		
c. Clean 2 wash basins	4		
d. Clean 2 mirrors	2		
e. Refill toilet tissue & towel dispenser	3		
f. Spot wash walls and partitions	4		
g. Clean doors and frames	2		
h. Sweep floor	3		
i. Damp mop floor	4		
11. Clean south girls' restroom		37	9:33 - 10:10
a. Clean 4 toilet bowls and fittings	12		
b. Clean 2 wash basins	4		
c. Clean 2 mirrors	2		
d. Refill toilet tissue & towel dispenser	4		
e. Spot wash walls and partitions	4		
f. Clean doors and frame	2		
g. Sweep floor	4		
h. Damp mop floor	5		
12. Clean east end girls' restroom		30	10:10 - 10:40
a. Clean 3 toilet bowls and fittings	9		
b. Clean 2 wash basins	4		

Duty	Time Allotment	Schedule
c. Clean 2 mirrors	2	
d. Refill toilet tissue & towel dispenser	3	
e. Spot wash walls and partitions	3	
f. Clean doors and frame	2	
g. Sweep floor	3	
h. Damp mop floor	4	
13. Clean and put away custodial tools	10	10:40 - 10:50

2. Highland View Junior High School: Corvallis, Oregon

Analysis of Custodial Duties

Master

Clean - 19 classrooms @ 15	285	Minutes
Clean - 3 classrooms @ 20	60	"
Clean - Library	45	"
Clean - Home Ec. room	30	"
Clean - Sewing room	30	"
Clean - Art room	60	"
Clean - Photo lab	5	"
Clean - Student store	5	"
Clean - Student store	10	"
Clean - 5 student lavs. @ 20	100	"
Clean - Student lav	15	"
Clean - Faculty rooms (To include two fac. lavs.)	20	"
Clean - Faculty room	15	"
Clean - Faculty work room	5	"
Clean - Special Ed. room	5	"
Clean - 2 faculty lavs. @ 5	10	"
Clean - Adm. area (To include two council rooms, principal's office, secretaries office and small corridor)	25	"
Clean - 2 health rooms @ 10 (To include 2 lavs.)	20	"

Clean - Girls' counseling room	5	Minutes
Clean - Vice-Principal's office	5	"
Clean - Cafeteria	50	"
Clean - Stage (used as classroom)	10	"
Clean - Choral room (To include side room)	30	"
Clean - Music room. (To include side rooms)	30	"
Clean - Kitchen (To include cook's lav.)	30	"
Clean - Girls' P.E. room.	15	"
Clean - Boys' P.E. room	10	"
Clean - Girls' shower (To include lavs.)	50	"
Clean - Boys' shower. (To include lavs.)	60	"
Clean - Wood shop	30	"
Clean - Metal shop.	30	"
Clean - Paint room.	10	"
Clean - Drafting room	15	"
Clean - 2 sets of stairways	15	"
Clean - Gymnasium	25	"
Clean - Small classroom	10	"
Clean - Corridors	60	"
	1235	Minutes
	or	
Total cleaning time req. -	20 hrs. 35 min.	
Total unscheduled time	11 hrs. 25 min.	
	32 hrs.	

LEGEND

Head Custodian Key --

Assist. Custodian " --

2nd Custodian " --

3rd Custodian " --

Head Custodian Duties - Key --

Clean - Cafeteria.	50 Minutes
Clean - Gymnasium.	25 "
Total Cleaning Time . . .	75 Minutes
Unscheduled Time*	405 "
	480 Minutes
	or
	8 Hours

*(To be used for checking heating system, policing buildings and grounds, performing duties for building principal and faculty, periodic cleaning of corridors, window glass, drinking fountains, outside walkways, lunch program duties and clean up, etc.)

Assistant Custodian - Key --

Clean - 1 classroom.	10 Minutes
Clean - 3 classrooms @ 20.	60 "
(Clean chalk trays and erasers. Fill soap and paper towel dispensers. Clean porcelain, remove clay, gum, spilled liquids, and sweep floor. Empty pencil sharpener, dump waste baskets, and dust.)	
Clean - 4 classrooms @ 15.	60 "
(Clean chalk trays and erasers. Fill soap and paper towel dispensers. Clean porcelain, remove clay, gum, spilled liquids, and sweep floor. Empty pencil sharpener, dump waste baskets, and dust.)	
Clean - Administration area.	25 "
(To include two counsel rooms, principal's office and small corridor)	
Clean - Vice-principal's office.	5 "

Clean - Girls' counseling room.	5	Minutes
Clean - Boys' and girls' health rooms @ 10. . . . . (To include lavs.)	20	"
Clean - Photo room.	5	"
Clean - Student store	5	"
Clean - Faculty room. . . . . (To include two faculty lavs.)	20	"
Clean - Corridor.	15	"
Clean - Kitchen to be cleaned and mopped daily. . . . . (To include cook's lav. - above areas to be cleaned and disinfected)	30	"
Clean - Stage	10	"
Clean - Choral room	30	"
Clean - Band room	30	"
Clean - 2 student lavs. @ 5 . . . . . (To be cleaned and disinfected daily)	10	"
Clean - Special Ed. room.	5	"
Clean - Small corridor.	5	"
Clean - Faculty room.	15	"
Clean - Faculty work room	5	"
Total cleaning time. . . .	370	Minutes
Unscheduled time*	110	"
	480	Minutes

*(To be used if needed to assist with night activities, periodic cleaning of door and window glass, locking up building, etc.)

2nd Custodian - Key --

Clean - Sewing room.	30	Minutes
Clean - Art room	60	"
Clean - Metal shop	30	"
Clean - Wood shop.	30	"
Clean - Paint room	10	"
Clean - Drafting room.	15	"
Clean - 2 sets of stairways.	15	"
Clean - Boys' shower area inc. lavs. . . . . (To be cleaned and disinfected daily)	60	"

Clean - Girls' shower area inc. lavs. . . . . 50 Minutes
(To be cleaned and disinfected daily)

Clean - Girls' P.E. . . . . 15 "

Clean - Boys' P.E. . . . . 10 "

Clean - Student lav. . . . . 20 "

Clean - Student lav. . . . . 15 "
(Above lavs. to be cleaned and disinfected daily)

Clean - Corridor. . . . . 25 "

Clean - Student store . . . . . 10 "

Total cleaning time . . . 395 Minutes

Unscheduled time* . . . . 85 "

480 Minutes

*(To be used if needed to assist with night activities, periodic cleaning of door and window glass, locking up building, etc.)

3rd Custodian - Key --

Clean - 15 classrooms @ 15. . . . . 225 Minutes
(Clean chalk trays and erasers. Fill soap and paper towel dispensers. Clean porcelain, remove clay, gum, spilled liquids, and sweep floor. Empty pencil sharpener, dump waste baskets, and dust.)

Clean - Library room. . . . . 45 "

Clean - 4 student lavs. @ 20. . . . . 80 "
(To be cleaned and disinfected daily)

Clean - Home Ec. room . . . . . 30 "

Clean - Corridors . . . . . 15 "

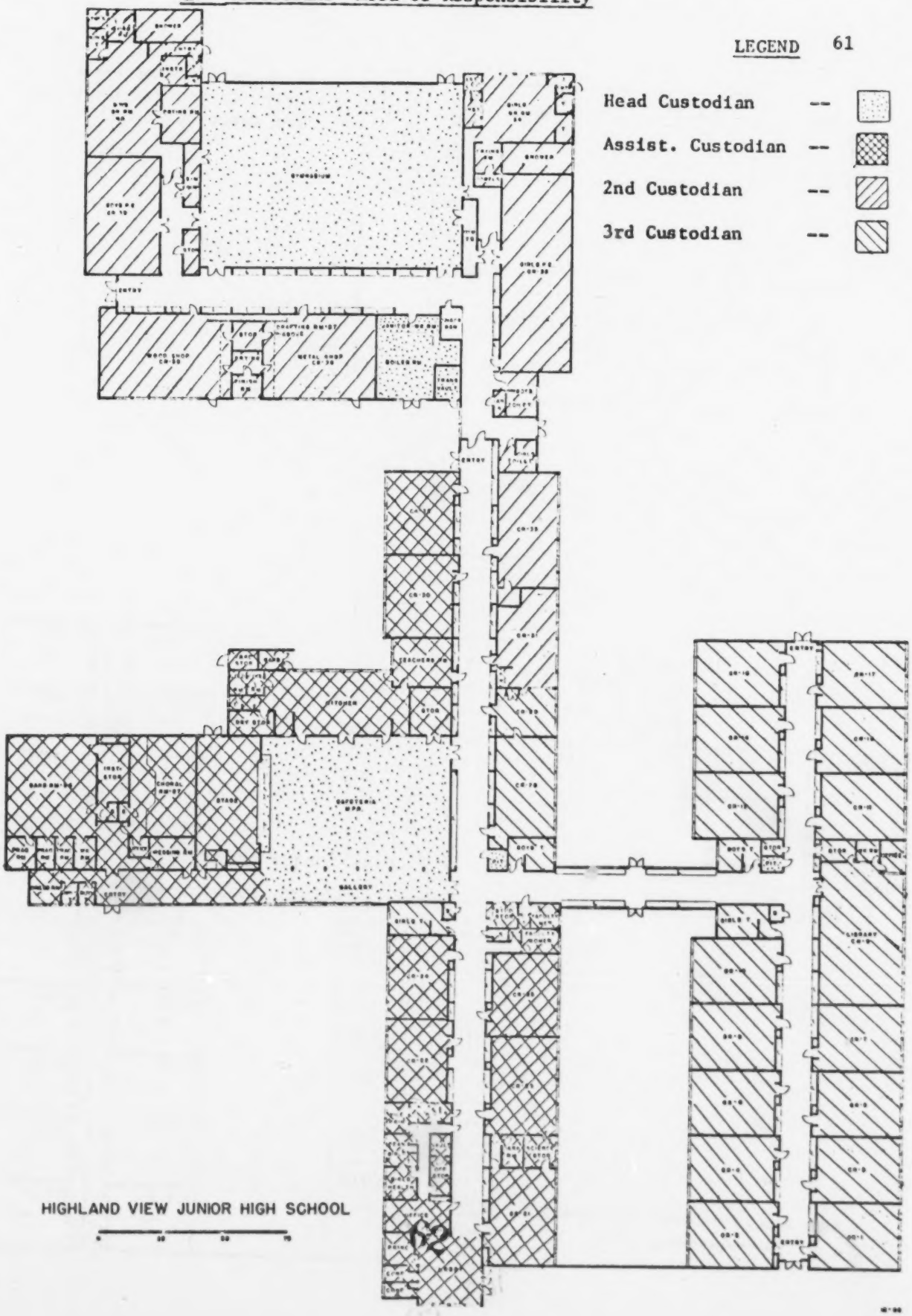
Total cleaning time . . . 395 Minutes

Unscheduled time* . . . . 85 "

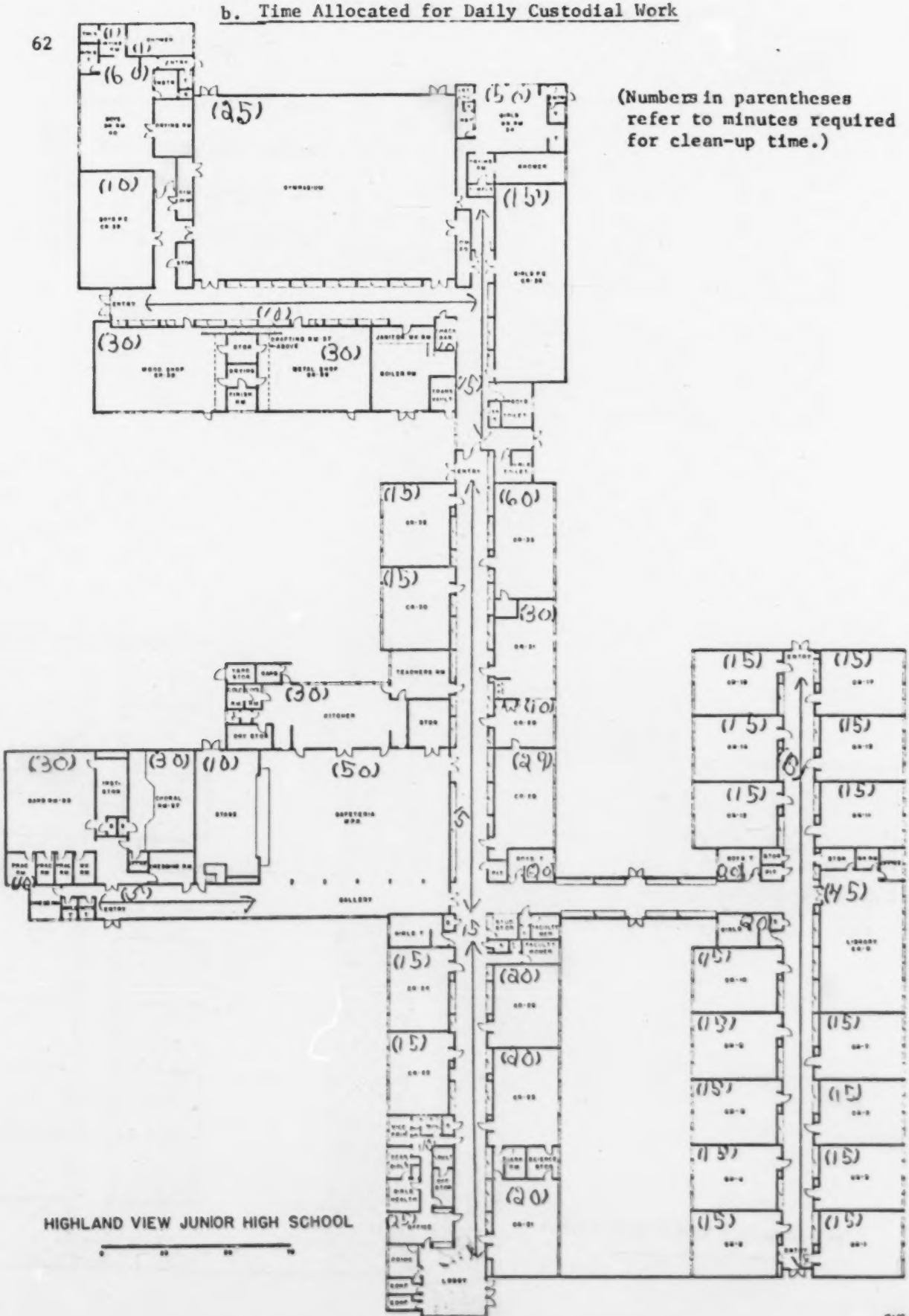
480 Minutes

*(To be used if needed to assist with night activities, periodic cleaning of door and window glass, locking up building, etc.)

a. Custodians' Area of Responsibility



b. Time Allocated for Daily Custodial Work



SECTION IV

SUPPLIES, EQUIPMENT, AND PERSONNEL TRAINING

Introduction: A Functional Approach

Historically, the traditional building-operation programs were called "janitorial service programs." Today, with broader based programs, reference is generally made to "custodial service programs." What are the differences between "janitor" and "custodian"? Webster's Dictionary defines a "janitor" as "one who keeps the premises of a building clean, tends the heating system, and makes minor repairs", and defines "custodian" as "one who protects and maintains property." There is a difference in connotation.

Many school systems, however, have changed the title of the school building operations personnel from janitor to custodian without changing the responsibilities. Other systems have changed the responsibilities, but have not changed the title. Neither practice is justifiable. The title makes a difference and should reflect the program and responsibilities that exist, or are being developed.

A few school systems have led the way to new custodial programs. These programs recognize three important assumptions: 1) To raise the levels of occupational dignity and competence requires literate, skilled workmen of creditable character; 2) To obtain qualified personnel necessitates more satisfactory remuneration; 3) To assure desired custodial performance involves appropriate training of personnel and adequate equipment, supplies, and working conditions.

As communities have demanded more services and a better physical environment in the schools, modern concepts of operation and maintenance have expanded and become standard practice. Concurrently, as school buildings have grown larger and more complex, operational problems have been intensified and have required custodial tasks related to flexibility of facilities and diversified programming.

To meet the demand for improved school environmental services, new types of equipment and supplies have been developed. At the same time,

custodian benefits have been increased and working hours reduced to attract able employees. Unit costs, however, have not appreciably increased, and in many cases have actually decreased as the level of service has materially improved.

A. Program Planning: Projected Functions of the Custodian

In applying a functional approach to custodial program planning, a systematic analysis of projected services and functions should be made. Problem solving dealing with maintenance requires careful thought and consideration. Formerly, janitorial services were limited to sweeping floors, emptying waste baskets, cleaning chalkboards, firing furnaces, cutting grass, and occasionally shoveling snow. Today it is necessary for the custodian to perform duties which require complex operations and greater skill and which consequently carry with them greater personal responsibility.

Today the custodian has duties and responsibilities in the areas of: 1) housekeeping; 2) preventative maintenance; 3) operation and care of mechanical systems; 4) safety; 5) community relations; 6) consideration of economy in operation; 7) plant security; 8) service to the educational program; 9) service to community programs; 10) good citizenship; and 11) conservation and enhancement of plant values.

1) Housekeeping. Housekeeping assignments are annually growing more extensive and complicated. Housekeeping includes such operations as sweeping, dust-mopping, damp-mopping, scrub-mopping, dusting, washing, sanitizing, and vacuuming. Cleaning techniques, as well as materials and types of equipment, are variable. The custodian must have sufficient knowledge and skills to select and use the correct supplies and equipment. Wise selection of supplies followed by consistent and proper use of them should result in efficient, economical, and effective cleaning.

2) Preventative maintenance. The custodian has the responsibility to observe conditions as he moves through the school on his regular or special assignments. He needs to be able to make an accurate appraisal of what work he has the ability to perform and know when he needs to ask for assistance. When referrals are necessary, the custodian should be able to report accurately and clearly through established channels the substance of the required maintenance work. Such a procedure can facilitate conservation of

human resources while assuring proper disposition of the problem. The custodian must be on constant vigilance because much preventative maintenance cannot be foreseen or regularly scheduled. The program requires an employee of integrity who will be conscientiously alert at all times--an employee who is willing to fulfill the preventative maintenance responsibilities. As in the general housekeeping role, the preventative maintenance role cannot be accomplished without adequate tools, equipment, supplies, and training.

3) Operation and care of mechanical systems. Today, schools are equiped with increasingly more complex mechanical and electrical systems. Custodians are required to have moderately high-level skills in order to deal with complex systems within the building such as heating, ventilation, air conditioning, sound, radio, kitchen hardware, and instructional materials equipment. Improper operation of equipment can precipitate expensive repairs and ultimately interfere with the educational program. No area can better reflect the differences between the skilled "custodian" and the "janitor" than operation and care of mechanical systems.

4) Safety. The school custodian must be sincerely interested in the safety of his assigned building and its contents. Greatly affecting a custodian's ability to succeed in this role are his safety skills attitude toward safety. The custodian's attitude toward insuring safety and taking precautions often affects the attitude of the entire population within the building. Once an unsafe condition exists, the custodian's ability to repair or remove the condition reflects on the general safety status of the premises. Individual intelligence, training, and sincerity are all required of the custodian. Although the major objective of safety is to protect the occupants on the premises, a secondary objective, which is no less real to the members of the community, is to protect the property investment of the tax-payer.

5) Community relations. Custodial personnel often contact a greater variety of persons, including parents and visitors from the community, than most other employees in the school building. The nature of the custodian's work generally keeps him more actively engaged throughout the building than other employees. As a result, he has considerable influence on the atmosphere within the building. If he is uncouth, or inclined to gossip or speak negatively, he can do irreparable harm. Conversely, he can present a positive

image by being neat, courteous, helpful, and supportive, thereby strengthening school-community understanding and support of education.

Moreover (and perhaps this is most important), the custodian is responsible for the building's appearance, which sets the tone for community reaction to the school. A building that is well kept gives visitors the impression that those within it know their business, care about their public trust, and welcome those who enter. An immaculate building creates an atmosphere for efficiency, cooperation, and good working relationships. On the other hand, if the building is carelessly maintained, the indifferent attitude shown is likely to be reflected in the public's attitude toward the school, the school's personnel, and the entire educational product.

6) Economy in operation. Water, gas, electricity, and other utilities are expensive items in a school budget. An alert custodian is in the best position to observe everyday changes in operations related to utilities. Through effective conservation practices and proper maintenance and operation of equipment, the school custodian can do much to economize school costs. Though the school custodian should not discourage the use of utilities in situations that create better learning situations, he should help reduce unnecessary lights, heating, and power-ventilation.

7) Plant security. The importance of plant security has increased as destructiveness to school buildings has increased. During recent years, vandalism has become a major problem in many school districts. While there is no known way to eliminate vandalism completely, a strong custodial program can deter it. By conscientiously observing the building, its occupants, and personal interactions, the custodian can many times anticipate problems prior to their occurrence. By carefully securing windows and doors each evening, by promptly reporting broken or missing hardware, by reporting broken windows, and by placing night lights effectively, the custodian can discourage vandalism. Oftentimes, merely having on the staff a custodian who is appreciated and admired by the student body can be a major deterrent to acts of vandalism.

8) Service to the educational program. The work of the custodian, like that of the administrator, should be a supportive factor in the educational process. Maintenance of a building has little value in and of itself. It assumes value only when it supports the educational processes for which it

was intended. The building provides part of the environment in which the process of formal learning takes place. The custodian's task is one of facilitator among the entire school population as teachers, administrators, and students interact with the facilities. The custodian can, and should, assist in the improvement of the environment for the enhancement of the learning process by engaging his expertise in needed areas, whether those areas be daily routine or an extraordinary situation.

9) Service to community programs. The school facility is a community holding. Many school systems across the country are encouraging wider use of the school facilities by members and organizations of the community. Opening the facilities during non-school hours to scheduled community activities provides good use of equipment and space that might otherwise be unavailable to non-school people. As the school resources are opened to the public, the custodian becomes an increasingly important representative of the school. The activities scheduled in the building should be supported by custodial services with the same cordiality and sincerity as the daytime school activities enjoy.

10) Good citizenship. The custodian is a member of the education team. He is a civil servant who has direct contact and influence on the youth of the community. Although the custodian is not in the formal teaching position of the classroom, he is in an informal teaching position throughout the building. He is certainly a very visible member of the staff, observed by large numbers of students and faculty each day. Friendliness, honesty, sincerity, and other characteristics of good citizenship quickly become assets for the custodian, and ultimately for the school. The expectations of personal behavior are equally as important for custodians as they are for other members of the education team.

11) Conservation and enhancement of plant. Practically any school plant in America can be better preserved and improved by good custodial practices. The effective preservation and protection of the public's investment is important to the citizens of the community. Older plants can be kept at maximum operating efficiency only by proper custodial techniques. Through careful maintenance practices, buildings can continue to serve effectively the needs of the community.

B. Supplies and Equipment

Supplies and equipment play an increasingly important role in a school custodial program. As buildings and their possessions become more complex and sophisticated in design and construction, the custodian's required level of understanding of maintenance and repair increases. There are several reasons for this: 1) the number of new materials and equipment being used in school construction and finishing; 2) the amount of supplies and equipment needed to maintain the building and its furnishings; 3) the development of new skills and techniques in the areas of maintenance and custodianship; and 4) the increasing organizational complexity of buildings that require custodial team grouping and management.

Appropriate equipment and materials are a distinct financial asset to a district. All employers should provide custodians with material and equipment necessary to accommodate full manpower utilization. The result of improper or inadequate equipment or supplies can result in increased labor costs due to inefficient production, as well as a lowering of custodian morale. The latter factor could adversely affect the entire atmosphere of the building including the attitude of teachers and students.

There are literally hundreds of devices designed to attract the school purchasing dollar, many of which can assist school plant personnel in doing a more effective job. These time- and money-saving devices are of many varieties, some costing a few dollars and some costing hundreds of dollars. The school official must decide what kind of equipment to buy, what kind of devices to use, and how much money to invest in them. In order to make wise purchases, the official needs to be definitely aware of the district's needs and fully conversant with available alternative solutions.

Materials for cleaning. It is important to have a general understanding of the types of materials used for cleaning and the basic jobs they can accomplish. In general, cleaning agents may be divided into three categories: 1) emulsifiers (in combination with water) that emulsify dirt to be carried off by water; 2) abrasives that clean by purely mechanical action; and 3) solvents that dissolve dirt directly. Some cleaning agents provide a combination of these types of cleaning action. However, if cleaning is to be done, one or more of the three types of cleaning materials will normally be used. To understand these cleaning materials is to understand their potential.

1) Emulsifiers:

a) Neutral soap will usually remove the daily accumulation of dirt if the solution reaches the soiled area and is given time to complete its action. The water and cleaning solution should be thoroughly mixed. It can be used safely on most surfaces and cleaning effectiveness can be improved by use of warm water. Soaps do leave a film or scum on cleaned surfaces.

b) Synthetic detergents differ from soap. They are developed by complex chemical processes, and all preparations differ in their cleansing properties. The advantage over soap for most cleaning operations is that they work equally well in hard or soft water and that they are easier to rinse after cleaning then are soaps.

2) Abrasives:

Scouring powder and steel wool are used to rub or abrade a soiled surface. Some commercial scouring powders have strong alkalis added that are too harsh for use on porcelain enamel surfaces. Frequent use of these products without extreme caution in rinsing and drying, has an effect like liquid sandpaper, which will have a damaging effect on the surfaces being cleaned. The use of these materials in the housekeeping activity <u>is not</u> recommended.

3) Solvents:

Solvents are chemical solutions that interact molecularly with the soil and, unfortunately, with the surface retaining it. Solvents effectively remove the soil, but tend to be destructive to floor finishes, paints, and wall surfaces. Tri-Sodium Phosphate (T.S.P), for instance, a crystalline, water-soluble product, is often used as a cleaning agent. Though used extensively in the past by school custodians, it has been generally replaced by less harmful cleaning materials. T.S.P. is <u>not</u> recommended. It has definite potential for damage, if misused. In fact, careful custodians seldom use any solvents as cleansers, whether

acidic or basic. One danger lies in the fact that solvents may be misrepresented by misinformed or unscrupulous sales representatives, or used by repairmen or construction workers as a personal expedient. Custodians should be alert to the dangers of these products.

Other commonly used materiel.

1) Deodorants:

Use of deodorants for eliminating odors in school buildings is frequently overemphasized. The proper use of disinfectants (allowing sufficient time for airing and drying) is the important consideration in cleaning lavatories, urinals, toilet bowls, and shower rooms, not masking the cause of the odor. The purpose of disinfectants is to kill bacteria which create odors in the first place. With the proper utilization of disinfectants, deodorizers should be unnecessary.

2) Pine oil:

Basically, pine oil is a disinfectant. However, as pine oil will destroy asphalt and other soft floors, its use should be limited to plumbing fixtures and lavatory or shower room floors of ceramic tile or concrete. It is often used in large quantities to cover up odors caused by bacteria or protozoa, which only results in creating a more offensive odor than it removes.

3) Dust mop treatment:

Dust mop treatment may be sprayed on sweeping mops needing treatment. However, considering the cost of inventory, laundry, and replacement, together with the inconsistent results obtained from treating dust mops in this manner, the use of rental mops merits serious consideration. The treatment process used in commercially provided units is quality-controlled, thereby insuring consistent effectiveness. Additionally, many treatments on the market do not have a safe igniting point, which may present a fire hazard to the district. In addition, too much treatment applied to the on-the-job-treated

dust mop will attack resilient flooring, thus hastening deterioration and requiring eventual replacement of the flooring.

Equipment. The kinds and amount of equipment may differ widely among schools, depending upon a variety of factors. Only a few of the most commonly used items are described and evaluated in this section.

1) Sweeping tools:

The first piece of equipment with which plant operating personnel traditionally become acquainted is the sweeping tool. School districts spend large sums of money on this kind of tool. However, industry has made large strides in developing specialized sweeping equipment. The old straw broom (which still has many uses) has essentially been replaced by bristle brooms, nylon brushes, oil-impregnated brooms with their own oil reservoir, and various other sweeping tools. Brooms come in assorted widths and sizes and are constructed from a variety of materials. There is a wide selection of sweeping tools available for either general or special puposes.

2) Mopping equipment:

School districts are large buyers of mops and mopping equipment. Portable bucket carts, mop-wringing devices, multi-tank detergent and rinsing solution carriers, supply carts, scrubbing machines, and an entirely new line of specialized floor buffing, waxing, stripping, and scrubbing machines is on the market. A wide variety in cost, size, shape, and utility is available for each device, allowing the wise buyer to fill his specific need.

3) Electric power equipment:

Most of the electrical equipment dealing with housekeeping is related to the care and cleaning of floors. Some electrically powered equipment must be connected to electrical outlets; others are battery powered. A competitive line of power equipment is powered by internal combustion engines, which apparently are quiet and small and

sufficiently powerful for their demands. As with other devices, cost and utility should guide the purchaser's selection.

4) Vacuum equipment:

In addition to the devices used for cleaning and polishing floors, many new vacuum cleaners have been developed. Vacuum cleaners, which come in canisters, tanks, and back packs, are in direct competition with central vacuum systems. The use of carpeting in schools has required the purchase of vacuum and shampoo equipment specifically designed for cleaning specialized carpeting. School districts that have limited carpeting should consider renting rather than buying carpet cleaning equipment.

5) Ladders, stools, scaffolding:

A wide selection of portable ladders, stools, staging or scaffolding, and other equipment is available for servicing light fixtures and places that are difficult to reach. These supports are indispensable and can be financially justified on the rationale of safety for operating personnel. Additionally, as with other essential equipment, the labor saved by having the proper equipment at the time needed will soon offset the initial expenditure.

C. Training of Custodial Employees

School custodians should be skilled personnel who are service-minded and have superior character traits. Well-conceived district employment policies which are administered with integrity and provide thorough and continuous training programs can assure a district an adequate supply of school custodians of the needed caliber.

The matter of pre-service and inservice training is increasingly important in all personnel programs, but has special importance for school custodial personnel. Usually it is necessary to employ custodial personnel who have no previous school custodial experience, or who may not previously

have worked as a cleaning employee at all. If skilled, career employees are desired by a district, custodial inservice training will have a high priority with the district administrators.

Inservice training of school custodians is not new. An increasing amount of attention has been given to this responsibility by school administrators. Successful results in many school systems have significantly indicated that the relatively small cost of training custodial employees is quickly regained through increased work efficiency and effectiveness in the performance of custodial duties.

There are many facets of school custodial work that are occupationally unique. For example, most employers in business and industry do not require their custodians to perform duties outside a limited set of expectations. Efforts to relegate the work of the school custodian to the business and industry philosophy of division of labor have proven unsatisfactory. The reason for failure has been that the expectations placed on the school custodian go far beyond the performance of a few specialized functions. The custodian, as part of the education team, is necessarily on call to provide service wherever he is most needed. He and his staff are expected to perform many activities besides cleaning that are fully as important to the educational program.

However, school custodians, who are required to take care of the grounds, buildings, and general environment, need numerous skills. While each skill separately is not too difficult, collectively they require competent individuals who possess a sincere interest in their work and who are willing to continually improve their skills.

Ordinarily, the local school system can provide much of the training for their own personnel; but it should be recognized that consultants and package training programs can be of valuable assistance to a school system. Some resources presently available include:

1) Summer workshops sponsored by the Oregon School Employees Association--a subsidiary of O.S.E.A.--under the Oregon Board of Education.

2) Summer workshops provided through several of the community colleges. The workshop topics extend from general housekeeping, intended for the novice, to more advanced courses providing specialized training for experienced personnel.

3) Consultants:

a) Generalist--Mr. Bob Metler, representative of Allied Supply Company in Portland, has a variety of slide presentations dealing with almost every phase of maintenance. His presentations are unbiased as far as particular products or companies are concerned.

b) Specialist in housekeeping--Mr. Chuck Johnson is the Custodian Supervisor for the Portland Public Schools.

c) Specialist in overall school plant maintenance--Mr. Mel Roberts, Director of Buildings and Grounds, Corvallis Public Schools.

4) Written materials. Several excellent publications are available in pamphlet form at little cost to a school district. A copy of each of the following pamphlets in the hands of each custodian may be extremely helpful and create curiosity for more information.

a) Housekeeping Methods and Materials, Oregon Board of Education, Division of Community Colleges and Career Education, Salem;

b) Programmed Cleaning and Sanitation, Soap and Detergent Association, 295 Madison Avenue, New York, New York, 10017.

CONCLUSIONS

All school districts should develop an effective employment procedure and provide adequate compensation for custodial employees before the district begins to develop other phases of the custodial service program.

District business officials should be precise concerning the need for specific supplies and equipment. They should also be explicit on procedures for purchasing, maintaining, and storing the supplies and equipment. Carefully developed and updated lists of available equipment and supplies can be an important management device for providing the right tools and materiel at the time and place they are needed.

Training programs and custodial manuals should provide information and incentive about the purposes and techniques for the care and use of supplies and equipment. A district that is serious about its custodial services should be willing to budget for training programs designed to improve the performance levels of its employees. The district should reimburse employees

for travel expenses and tuition costs as minimum support for employees attending summer workshops. Additionally, consultants should be brought into the district to provide inservice experiences. Oftentimes it is desirable to tap the talent of in-district personnel to provide inservice training.

Technological improvements in equipment, supplies, and techniques have made special training essential. Skills become obsolete quickly with the continuous introduction of innovations. To keep pace, school administrators must seek expert advice from sales representatives, universities, the State Department of Education, and personnel from neighboring school systems. Custodianship is a dynamic responsibility.

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Director of Maintenance, Buildings, Grounds, and Operations
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